DOCUMENT RESUME

ED 184 673 PS 011 296

TITLE	Report on Federal Government Programs That Relate to Children.
INSTITUTION	Administration for Children, Youth, and Families (DHEW), Washington, D.C.
REPORT NO	DHEW-OHDS-79-30180
PUB DATE	79
NOTE	134p.
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Adult Education; *Children; Day Care; Delinquency; Early Childhood Education; Family Planning; Family Programs; *Federal Aid; Federal Legislation; *Federal Programs; Food; Health; *Infants; Nutrition; *Parents; Poverty Programs; Resources; Social Services; *Youth

ABSTRACT

This report contains summaries by representatives of major federal agencies of the ways in which their programs relate to children. Generally, each reporting agency provides a brief description of programs, information on authorizing legislation, appropriations and any recent program modifications as well as names of any programs that have been authorized, but not funded. A number of agencies that do not have specific legislated mandates for serving children have prepared summaries of the ways in which their general programs affect children. Reporting agencies are: Agency for International Development; Action; Appalachian Regional Commission; Community Service Administration; Consumer Product Safety Commission; Consumer Affairs; Federal Trade Commission; Government Printing Office; International Communication Agency; Library of Congress; National Aeronautics and Space Administration; National Endowment for the Arts; National Endowment for the Humanities; National Science Foundation; Smithsonian Institution; Veterans Administration; and the Departments of Agriculture, Commerce, Defense, Energy, Housing and Urban Development, Interior, Justice, Labor, State, Transportation, Treasury, and Health, Education and Welfare. It should be noted that this report does not intend to provide complete information on all government programs or projects, or on all government agencies that have programs which affect children. (Author/RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED184673

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

REPORT ON FEDERAL GOVERNMENT PROGRAMS

THAT RELATE TO CHILDREN

1979

PS 011296

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Edith Grotberg
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Prepared by:

The Representatives of the Federal Interagency Committee for the International Year of the Child and compiled by the HEW Secretariat for IYC --- January 1979

Dedicated to:
INTERNATIONAL YEAR OF THE CHILD 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Federal Programs That Relate to Children

FOREWORD

The Federal Interagency Committee for the International Year of the Child dedicates this document to the International Year of the Child.

Twenty-nine Executive Branch agencies are members of the Federal Interagency Committee. On behalf of children and for the purpose of coordinating government-wide observances for the International Year of the Child, Secretary Cyrus Vance, Department of State, and Secretary Joseph Califano, Department of Health, Education and Welfare, officially established this Committee September 8, 1977. The successful coordination among agencies concerning a single issue, children, is perhaps unprecedented. It seems ironic, children who are not considered a political constituency, are the common cause for which agencies have cooperated and worked diligently.

This compilation of Federal Programs That Relate to Children - 1979 exemplifies the effort of cooperation among agencies. Each member agency collected and provided the information contained in this document, it was compiled and organized by the HEW Secretariat. The HEW Secretariat, directed by Patricia Moore Harbour, provides the staff support for coordination and implementation of the mission and goals of the Committee. Other Committee efforts in coordination resulted in the establishment of the U.S. National Commission for the International Year of the Child and the issuance of an IYC Commemorative Stamp.

Special acknowledgements and many thanks are given to:
Dr. Anthony Cardinale and staff, Department of Defense, for typing;
Mr. Herbert G. Wing, Department of State, and Ms. Gloria Hughes, Department of Treasury, for editing; and members of the HEW Secretariat staff, Carol Popper Galaty and Kathleen Crowley in gathering, compiling and editing the material.

It is anticipated that this document will be used as a reference to assess existing programs for children, serve as a catalyst to determine the gaps and barriers in the delivery of services to children and provide an incentive to continue improving the quality of programs for long-term benefits to our nation's children.

Chester E. Norris, Jr.
Co-chairperson
Federal Interagency Committee
Department of State

Blandina Cardenas Ramirez
Co-chairperson
Federal Interagency Committee
Department of Health, Education and Welfare

March 5, 1979

REPORT ON FEDERAL GOVERNMENT PROGRAMS THAT RELATE TO CHILDREN

EXECUTIVE SUMMARY

This report identifies the general nature and scope of on-going U.S. Federal government activities in 1979 that affect children. It does not intend to provide complete information on all government programs or projects, or on all government agencies that have programs which affect children.

Generally, from each agency you will find a brief description of its programs, information on its authorizing legislation, its appropriations and any recent program modifications as well as names of any programs that have been authorized, but not funded. However, there are 27 members of the Interagency Committee, and many of these agencies do not have legislated programs that focus on children. For this reason, a number of agencies that do not have specific legislated mandates for serving children have prepared summaries of the ways in which their general programs affect children.

Following is a summary of the agency reports:

Agency for International Development (AID) provides funds for most U.S. bilateral assistance to developing countries. A significant portion of this helps children directly and an even larger portion has indirect benefits for children in areas such as nutrition, population planning, health, education and modern technology.

Action has a number of different programs, including Peace Corps, VISTA, Retired Senior Volunteer Programs (RSVP), and Foster Grandparents, which are designed to help developing countries, or groups of people within the United States, which demonstrated special needs. The help is provided on a personal basis by "Volunteers" and often focuses on children's health, education, recreation, social or physical needs.

Agriculture (U.S. Department of -USDA) has a number of specifically legislated food programs for children such as school breakfast and lunch programs, and the Special Supplemental Food for Women, Infants and Children (WIC) program. USDA also provides educational agricultural experiences through a number of avenues including 4-H Club and extension programs.

Appalachian Regional Commission (ARC) has the mission of improving the exonomic strength of the 13 States comprising the Appalachian Region through coordinated planning and selective investments in economic and social development. In 1969 the Congress placed a further emphasis on preventive social investments which led to a new focus on children. As an alternative to costly remedial care for undetected problems, the Commission promotes coordinated planning and delivery of combined health, education, and nutritional services for children in the Region.

Commerce (Department of) has many programs that provide learning experiences for children and youth in such areas as science, technology and business management. The Bureau of Census collects information and publishes reports on the characteristics of American children and youth.

Community Service Administration (CSA), a descendant of the Office of Economic Opportunity, utilizes a nationwide community action network comprised of nearly 900 Community Action Agencies to respond to the needs of low income individuals with a particular focus on children. CSA also sponsors a number of specific grants and demonstration grants to such groups as the Children's Foundation and the Menninger Foundation to work on child nutrition, child abuse and neglect, education, energy conservation, recreation, and youth employment.

Consumer Product Safety Commission has always considered reduction of the risks of injury and death associated with products specifically intended for children as a priority for action. The Commission educates the public on the safe use of products as well as developing and enforcing safety requirements for consumer products. The Commission is involved with such diverse areas relating to children as toys, hazardous substances, poisons, flammable fabrics, refrigerators and recreational equipment.

Consumer Affairs (U.S.Office of) has no specific programs, but serves as an advisory office to the President on consumer-related policies and program coordination in the federal government. As an office representing consumer interests it deals with a number of issues that relate closely to children.

Defense (Department of) operates primary and secondary schools and provides health services for minor dependents of military or civilian personnel of the Deparment of Defense residing on military or naval installations or stationed in foreign countries. The Department has also become involved in social issues relating to these dependent minors including juvenile justice and child abuse and neglect.

Energy (Department of) is becoming involved in energy education for children.

Federal Trade Commission (FTC): Since it was established in 1914, the Federal Trade Commission has actively reviewed and prohibited

where necessary, advertising and marketing practices which may be unfair or deceptive with respect to children. This is an area where children need special attention. Because of their particular vulnerability, the practices which would not be unfair or deceptive with respect to adults may be harmful to children. Presently it is considering a trade regulation rule which would restrict televised advertising directed to audiences composed of substantial numbers of children.

Government Printing Office arranges the publication of federal material. Many of these publications deal with issues related to children, or address children directly and are sold through stores and a mail order service run by the Printing Office.

Health, Education and Welfare (Department of -HEW) administers most of the major legislated programs in the United States that are designed for children. Many of the programs concentrate almost exclusively on children and youth including such programs as Right to Read, Child and Maternal Health, Child Abuse and Neglect, EPSDT (Early Periodic Screening, Diagnosis and Treatment), Head Start, Teacher Training, Day Care, Child Mental Health, Research on Child Development, Education for the Handicapped, Sudden Infant Death Syndrome and Emergency School Aid. Others focus on the needs of specific ethnic groups and their children, such as the Migrant Health and Indian Health Service. HEW also has numerous programs that greatly affect children's lives and well-being though they are not specifically focused on children such as Social Security, Manpower Training (doctors and nurses), Food and Drug Regulation, Immunization, and Alcohol and Drug Abuse.

Housing and Urban Development (Department of -HUD) has a multitude of legislated programs that impact on households and neighborhoods and therefore become involved directly and indirectly with a number of different types of services to children including recreation, education health and social services. HUD also has specific regulatory authority to deal with lead-based paint poisoning which affects millions of children.

Interior (Department of) has hundreds of programs which educate or provide experiences for children involving nature, environment and energy conservation and historical places. They are administered through: the Fish and Wildlife Service; the National Park Service; Heritage Conservation and Recreation Service; the Office of Youth Programs; and the Bureau of Mines. Interior also deals with the specific concerns of Native American children through the Bureau of Indian Affairs.

International Communication Agency (formerly USIA) provides aid to American supported educational facilities overseas, and sponsors numerous cultural exchange and visitor programs which impact on children and youth around the world.

Justice (Department of) is responsible for developing objectives and priorities as well as carrying out overall policies for all Federal juvenile delinquency programs. Justice focuses on the prevention of delinquency, training, treatment, rehabilitation, evaluation, research, and improvement of the juvenile justice system, including activities to prevent drug and alcohol abuse and to help neglected and abused children. Top priorities of the Department are removing children from correctional facilities who have been put in for non-criminal offenses (such as truancy, neglect ect.), dealing more effectively with more serious offenders, and the separation of juveniles from adults in correctional institutions.

Labor (Department of) administers a comprehensive training and employment program for disadvantaged youth. The Bureau of Labor Statistics collects and analyzes data on the family characteristics of the labor force as well as on the employment status of youth. Labor is also responsible for the administration and enforcement of child labor laws.

Library of Congress has no specific child-related legislation, but its normal functions include analyzing, providing references on, researching, publishing bibliographies of, and preparing exhibits of children's books. In addition, the Children's Literature Center participates in the Library's cultural program with lectures and symposiums on children's books and reading.

The National Aeronautics and Space Administration (NASA) sponsors educational programs and provides opportunities for youth to become involved in aeronautics and space-related activities.

National Endowment for the Arts (NEA) encourages children's involvement in the arts through such programs as "artists in schools," where professional artists from all disciplines are funded through State Art Agencies to work with children and teachers in the schools. This work has served as an international model.

National Endowment for the Humanities (NEH) supports curriculum development, teacher training and educational materials (learning packages, films, etc.) in the humanities in the nation's schools. The Endowment also sponsors out-of-school humanities' projects both for and by young people.

National Science Foundation (NSF) in providing support for scientific research, makes possible studies on the frontiers of knowledge about varied aspects of childhood experiences and development.

Smithsonian Institution has some of the most broad ranging programs involving the analysis, performance, display or discussion of cultures, animals, places and objects which relate to children and interest children.

State (Department of) officialy works with the United Nations, the U.N. Children's Fund and other international children's organizations concentrating particularly on the human rights and on improving the lives of children around the world. Much of State's work related to children results from the American humanitarian interest in the education, health and welfare of the people of these nations The Department also runs a number of programs to provide education and medical services for the children of its employees who are stationed abroad.

Transportation (Department of) - Although the Department of Transportation does not have a specific legislative mandate authorizing programs for children, many elements of the Department's program benefit them either in a general or specific way. Some of these deal with the safety of children as pedestrians, bicyclists, and passengers in vehicles; others seek to educate youth concerning transportation related issues or study various transportation needs.

Treasury (Department of) has a number of programs to involve children and youth in experiences with handling, understanding and investing money and also has a special exhibit at the mint. In addition, the Treasury has an impact on families and thus on children through the tax system.

Veterans Administration serves veterans and their families. Many of the programs affect children directly or indirectly. VA contributions to research and development in medical care and technology, for example, benefit the entire population. Other programs involve training, education, income and housing assistance which benefits entire families. Some of the programs provide direct income or education assistance to children of disabled or deceased veterans.

INDEX

REPORT ON FEDERAL GOVERNMENT PROGRAMS THAT RELATE TO CHILDREN

This report contains brief summaries by representatives of major federal agencies on the ways in which their programs relate to children.

Agency/Representative	Page
Agency for International Development-Leopold Laufer	1
Action-Helen Kelley/Louise Fraizer	3
Agriculture - Quentin West	6
Nutrition Programs	6
Extension	9
Appalachian Regional Commission - Steve Johnson	12
Commerce - George Pratt	17
Community Service Administration - John Finley	18
Consumer Affairs - Sylvia Solhaug	27
Consumer Product Safety Commission - Elaine Besson	28
Defense - Anthony Cardinale	30
Energy - L. Robert Davids	31
Federal Trade Commission - Terri Freundlich	32
Government Printing Office - John Bennett	34
Health, Education and Welfare - Blandina Cardinez Ramirez	35
Civil Rights	35
Education	36
Health Care Financing	44
Human Development Services (Sub-index)	45
Public Health Service (Sub-index)	54
Social Security	73
Housing and Urban Development - Susan Judd	75
Interior - James Slater and Andrew Adams	79
Fish and Wildlife	79
Heritage Conservation and Recreation Service	81
Indian Affairs	82
Mines	82
National Park Services	84
Youth Programs	87
International Communication Agency - Col. William Hackley	89
Justice - John Rector/Joan Wolfle	91
Labor - Kay Wallace	95
Library of Congress - Virginia Haviland	101
National Aeronautics and Space Administration, Muriel M. Thorne	102
National Endowment for the Arts - John Kerr	106
National Endowment for the Humanities - Marion Blakey	107
National Sciene Foundation - Herbert L. Costner	108
Smithsonian - Wilton Dillon	111
State - Chester E. Norris, Jr.	118
Transportation - Carol Harbough	119
Treasury - Gloria Hughes	120
Veterans Administration - N.C. Chybinski	123

AGENCY FOR INTERNATIONAL DEVELOPMENT (AID)

AGENCY IYC REPRESENTATIVE, ADDRESS AND TELEPHONE:

Dr. Leopold Laufer,
Senior International Cooperation Officer
Agency for International Development
Room 3844
Washington, D. C. 20523
(202) 632-2065

1. FOREIGN ASSISTANCE ACT OF 1961 AS AMENDED

Provides funds for most of U.S. bilateral assistance to developing countries. A significant portion of this assistance benefits children directly and an even larger proportion has indirect benefits for children. Following are approximate budgetary allocations to the major functional categories of AID development assistance:

Table I
(in millions of dollars)

		FY 78 Actual	FY 79 Request
I.	Food and Nutrition (especially rural development nutrition programs & research)	548.7	673.2
II.	Population Planning (esp. maternal and child health, contraceptives, research, training)	161.8	205.5
III.	Health (esp. low-cost delivery systems, primary health care, potable water)	126.0	148.5
IV.	Education & Human Resource Development (esp. primary school education, adult education, innovations and construction)	98.3	109.0
V.	Technical Assistance, Energy, Research Reconstruction, and Selected Development Problems (esp. Voluntary Agency Programs, e.g. CARE; educational technology)	119.3	128.2

		FY 78 Actual	FY 79 Request
VI	Sahel Development Program (esp. rural health programs; environmental rehabilitation)	50.0	90.0
VII	American Schools and Hospitals Abroad	23.8	8.0
VIII	International Disaster Assistance	35.8	25.0

2. FOOD FOR PEACE (P.L. 480)

This program, administered in the field by AID, enables developing countries with food and nutritional deficiencies to import U.S. food stuffs on concessional terms (Title I), or as grants (Title II). Many of the commodities, especially those made available under Title II, support Maternal and Child Health programs, pre-school and school feeding programs. More than $500 million worth of food per year is being distributed under the Title II grant program. In FY '79, a minimum of 1.6 million tons of food, including high protein fortified foods, non-fat dry milk, and whole grains are expected to be distributed under Title II to some 61 million recipients worldwide, mostly through voluntary organizations and the World Food Programs. Title I Food Loans are expected to finance 5.1 million tons of food imports for developing countries in FY 79.

The legislation was recently revised to give it a greater developmental thrust.

ACTION

AGENCY IYC REPRESENTATIVE, ADDRESS AND TELEPHONE:

Helen Kelly (Louise V. Frazier,) Director, Older American Volunteer Program.
ACTION, 806 Connecticut Avenue, N.W.,
Washington, D.C. 20525
(202) 655-4000

1. FOSTER GRANDPARENTS PROGRAM

Foster Grandparents serve children with demonstrated special needs, four hours a day, five days a week, on a one-to-one basis. Persons age 60 plus, in reasonably good health and of low-income are recruited to serve as Foster Grandparents. They receive training on an on-going basis to assist them in their activities with children. A weekly stipend enables them to serve without cost to themselves.
Statue: 42 U.S.C. 4951

Appropriations: $34,900,000 FY '78

2. VISTA VOLUNTEERS

In their poverty-related activities, VISTA Volunteers are working with children throughout the United States as well as in Puerto Rico and the Virgin Islands. Preliminary data from a VISTA Activity Survey conducted in FY '79 indicates that a quarter of the volunteers are working with almost 41,000 children ten years of age and younger.

The VISTA Volunteers work directly (or indirectly, as regards benefits) with children in a wide range of project areas which include:

-Health Planning and Delivery
-Health Education
-Maternal/Child Health
-nutrition
-Crisis Intervention
-Physically Handicapped
-Childcare/Daycare
-Early Childhood/Preschool Education
-Primary/Elementary Education
-Alternative Education
-Special Education
-Tutoring/Remedial Education

-Library Services
-Cultural Heritage
-School Dropout Assistance
-Recreation
-Communications/Media
-Special Youth Services
-Child Abuse/Neglect
-Delinquency/Crime Prevention

Statue: 42 USC 5081

Appropriations: $26,750,000 - FY '78

3. PEACE CORPS

According to a review of Peace Corps country program submissions, FY 1978 activities affecting children under 13 years of age can be summarized as follows:

Need Area	FY 1978 Volunteers on Board	No. of Country Posts Involved
Health/Nutrition	825	41
Education and Community Services	752	36

In addition, new projects being developed in the above areas which are intended to have impact on children and are projected to need an additional 351 trainees during FY 1979.

Available upon request is a detailed breakdown by country under each need area of the kinds of activities being engaged in which affect children.

A number of Peace Corps projects are intended to have widespread effect on entire communities or areas, including children, such as health planning, urban planning, rural development, agricultural development, sanitation, water supply and general health services in dispensaries. We may also assume that such projects as poultry and vegetable production, animal traction, beekeeping, health laboratory services, and cultural heritage preservation and livestock immunization will have varying degrees of impact on the well-being of children.

It is impossible to measure the impact of the Peace Corps Volunteer on the children whom he or she relates to in non-work, social, or organizational settings. Many volunteers engage in indivudual activities such as sports and recreation, school gardens. preventive health, or tutoring which are outside their formal project

assignments. A recent worldwide survey of volunteer activities now being collected and analyzed will capture much of this kind of information.

Statue: 22 USC 2501

Appropriations: $282,900,000 - FY '78

4. RETIRED SENIOR VOLUNTEER PROGRAM (RSVP)

The Retired Senior Volunteer Program provides opportunities for people of retirement age (60 and older) to engage in useful part-time volunteer services within their own communities. It is estimated that over 31,065 retired senior volunteers directly serve children in communities throughout the United States. In addition, many other retired senior volunteers serve in projects for all ages that have an impact on children. The volunteer's services are primarily focused in education, in schools, craft centers, libraries and museums. A number serve in Day Care and Head Start Centers. Children in need of health services are often served by the volunteers in many different settings. Retired Senior Volunteers provide at least 8,500,000 hours of service to children each year.

Statue: 42 USC 5082

Appropriations: $2,100,000 - FY '78

AGRICULTURE
U.S. Department of Agriculture (USDA)

AGENCY IYC REPRESENTATIVE, ADDRESS AND TELEPHONE:

Dr. Quentin M. West, Director, Office of
International Cooperation and Development
U.S. Department of Agriculture
Room 448 GHI Building
200 12th St. S.W.
Washington, D.C. 20250
(202) 447-3157

A. NUTRITION PROGRAMS

1. SCHOOL NUTRITION PROGRAM

School nutrition programs are available to public and nonprofit private schools and public and nonprofit private licensed residental child care institutions. The Food and Nutrition Service of the United States Department of Agriculture administers the programs at the federal level. Within the states, state agencies enter into agreements with schools and institutions for operation of the programs.

To participate in Child Nutrition Programs, schools and institutions must agree to:

- Operate food service for all children without regard to race, creed, color, or national origin.
- Provide free or reduced price meals to children unable to pay the full price based on local eligibility criteria. Such children must not be identified, nor discriminated against, in any manner.
- Serve meals that meet the nutritional standards established by the Secretary of Agriculture.
- Operate food service on a nonprofit basis.

a. National School Lunch

The National School Lunch Program, since 1946, has made it possible for schools of high school grade and under throughout the nation to serve wholesome low-cost lunches to children each school day. These lunches make an important contribution to the good nutrition so vital to children's mental and physical development.

The program offers a basic amount of financial assistance for each lunch served; technical assistance and guidance to

establish and operate a program; USDA-donated foods or cash equivalent; and additional financial assistance for each lunch served free or at a reduced price to eligible children. By law reimbursement rates are adjusted semi-annually in accordance with in the Consumer Price Index.

b. Special Milk Program

The Special Milk Program for Children encourages consumption of milk by children by reimbursing participating schools and institutions for part of the cost of all milk served to children, other than that served as a component of reimbursed meals under the other Federal Child Nutrition Programs.

By law, any public or nonprofit private school, of high school grade and under, or institution for the care of children is eligible to participate upon request, regardless of whether it participates in the National School Lunch, School Breakfast, Child Care Food or Summer Food Service Programs. All attending children can benefit from this program since schools and institutions that establish a separate milk price agree to use the federal reimbursement to reduce the selling price of a half-pint of milk to all children who pay; to make free milk available to all children who meet their approved local criteria for free meals and milk when the program is operated at times other than meal service periods; and to offer free milk during their scheduled meal service periods to eligible children who do not elect to take their free meal. The minimum reimbursement rate is annually adjusted each school year in accordance with changes in the Consumer Price Index.

c. Child Nutrition Program

Child Nutrition Programs are now available to the majority of the nation's children. However, in many low-income areas, local resources cannot provide all the food service equipment needed to establish, maintain and expand food services. The Food Service Equipment Assistance Program provides funds for eligible schools to acquire needed food service equipment. Such funds are for schools which draw attendance from areas in which poor economic conditions exist and have no, or grossly inadequate, food service equipment. The Program reimburses schools for up to 75 percent of total food service equipment cost. However, schools determined to be especially needy may receive 100 percent funding. Schools approved for such equipment assistance must particpate in either the National School Lunch Program, School Breakfast Program, or both.

d. School Breakfast Program

Children who come to school hungry may find it difficult to stay alert and learn. The School Breakfast Program can help close the nutrition gap by providing children with nutritious breakfasts in school.

The program offers financial assistance for each breakfast served; technical assistance and guidance to establish and operate a program; USDA-donated foods or cash equivalent; and additional cash assistance in cases of proven need. To participate in the Breakfast Program, schools must agree to serve nourishing breakfasts based on USDA nutrition standards. These include a fruit or vegetable (or fruit or vegetable juice), milk, bread or cereal, with a meat or meat alternate served as often as possible. The reimbursement rates are adjusted semi-annually in accordance with changes in the Consumer Price Index.

2. SPECIAL SUPPLEMENTAL FOOD PROGRAM FOR WOMEN, INFANTS AND CHILDREN

The Special Supplemental Food Program for Women, Infants, and Children (WIC) provides specified nutritious supplemental foods to pregnant, postpartum, and breastfeeding women, and to infants and children up to their fifth birthday who are determined by competent professional (physicians, nutritionists, nurses, and other health officials) to be "at nutritional risk" because of inadequate nutrition and inadequate income. Funds are made available to participating state health departments or comparable state agencies; to Indian tribes, bands or groups recognized by the Department of Interior or their authorized representative or to the Indian Health Service of the Department of Health, Education, and Welfare. These agencies distribute funds to the participating local agencies. These funds are used to provide specified supplemental foods to WIC participants and to pay specified administrative costs, including those for nutrition education.

3. FOOD STAMP PROGRAM

The Food Stamp Program lets low-income households buy more food of greater variety to improve their diets. To purchase food stamps, participants pay a sum of money based on their family size and net monthly income. They then receive food stamps of a larger value than the amount paid. They can spend these stamps like money at authorized food stores.

To qualify for food stamps, households must meet certain nationwide eligibility standards. Also, except in special circumstances, food stamp households must have a place to cook meals.

When certified, participants receive an allotment of stamps based on the number of people in the household and pay for this allotment according to the household's net income.

Certain single and family households are eligible for food stamps. They must meet nationwide standards for income and resources, or have all household members receiving public assistance or Supplemental Security Income (SSI). (SSI recipients-the aged, disabled, and blind-are not eligible for food stamps in Massachusetts and California.) They must be able to prepare meals except in special circumstances. Able-bodied household members 18 and over must register for employment.

Anyone in the household can take the food stamp book to an authorized food store and use the stamps like money to buy food.

Food stamps can be used to buy almost any food, or seeds and plants to grow food, for the household's own use. They cannot be used to buy pet food, liquor, beer, cigarettes, soap, or other nonfood items. Recipients cannot sell food stamps to the grocer or anyone else.

Most stores are authorized to accept food stamps. In addition, some nonprofit meal delivery services and communal dining facilities for the elderly accept food stamps.

B. EXTENSION PROGRAMS

1. HOME ECONOMICS

Concern for the well-being of the children and family is an integral part of the Extension Home Economics programs at state and national level. Such concern is displayed in family-centered programs implemented by Extension staff members as well as volunteers who extend educational benefits of recipients in all counties in the nation. One of the functions of the program is to plan activities which strengthen and improve the quality of life within the national as well as international community.

The following listing is typical of the programs and activities sponsored by the office that are related to children.

- The Expanded Food and Nutrition Education Program (EFNEP) which focuses on teaching low-income homemakers with young children recommended food and nutrition practices. Twenty percent of this effort is directed to 4-H age (9-19) youth, thereby reaching both children and young parents.

- Food safety, nutrition and food preservation program designed for families of all socio-economic groups will be intensified.

- Support for a national effort to increase the level of immunizations is recommended for Home Economics programs throughout the nation. Primary emphasis will be given to children and young adults most vulnerable to the crippling affects of childhood diseases.

- Programs designed to increase personal and home safety will be emphasized both for children and families.

- Assisting young parents and single parents and parent-child relationships will receive emphasis; also, providing referral for abuse of children and other family members.

- Increasing efforts to strengthen family stability through educational programs designed to teach children and families how to manage resources to gain social and economic objectives.

- In cooperation with the objectives of the "Associated Country Women of the World," an organization representing 8,000,000 women from 74 different countries, the National Extension Homemakers Council, a volunteer organization of 600,000 adult homemakers is carrying out such activities as monetary support for international children programs (ie. UNICEF) and national programs and seminars based on current needs and opportunities for improved, attainable quality of life for children and families.

2. 4-H

The overall purpose of 4-H is to help young people through informal, practical, learn-by-doing educational programs, establish real-life goals and become competent, productive citizens. Youth in 4-H are primarily 9-19 years of age although many states offer 4-H programs for youth under 9. Currently over 5.8 million youth participate in 4-H. In addition, 82 countries have similar youth programs patterned after the U.S. 4-H program.

The following specific 4-H activites and events provide opportunity for focusing on the child and the family:

a. In educational projects carried out by 4-H members in local 4-H Clubs on topics such as agriculture production, cultural understanding and exchanges, foods and nutrition, health, personal development, family life education, child care, and others.

b. As recommended in 4-H in Century III, a national 4-H goals statement, more emphasis will be given in the years ahead to greater involvement of teens as leaders and in developing 4-H programs that better meet their needs. More attention will also be directed to family-centered 4-H activities and to the development of programs that will strengthen families and better prepare youth for their roles in families.

c. International 4-H exchange programs conducted by the National 4-H Council in cooperation with the Cooperative Extension Service. Currently such exchanges involve 40 countries. Other 4-H Council youth programs include international training and development programs directed toward increased food production.

d. Citizenship training programs for youth conducted throughout the year at the National 4-H Center. These include weekly citizenship short courses during summer months for more than 6,000 4-H Council members, as well as year round citizenship training for 4-H, high school and other youth groups. In addition to 4-H citizenship training, participants focus on international interdependence, world affairs and prepare for personal action as a responsible citizen.

e. Three major national 4-H events --

i. National 4-H Congress held annually in Chicago, involving 1,600 youth delegates chosen for their accomplishments in 4-H project work, leadership and citizenship. Through seminars, youth have an opportunity to exchange ideas with other youth; leaders of business, industry, governement, etc., on topics of national and international concern.

ii. National 4-H Conference held in Washington, D.C., provides for the involvement of selected youth in 4-H program development of all levels and an opportunity to make recommendations for 4-H involvement in important concerns of youth today.

iii. National 4-H Week calls attention of the general public to programs available for youth in 4-H. Information kits are provided to all counties to assist in planning programs for the year as well as focus on current accomplishments.

APPALACHIAN REGIONAL COMMISSION (ARC)

AGENCY IYC REPRESENTATIVE, ADDRESS AND TELEPHONE:

Steve Johnson,
Special Assistant to the Federal Co-chairman
Appalachian Regional Commission
1666 Connecticut Avenue, N. W.
Washington, D.C. 20235
(202) 673-7822

The overall mission of the Appalachian Regional Commission is to improve the economic strength of the region through coordinated planning and selective investments in economic and social development. The scope of this mission had always included health service development and educational projects, but in 1969 the Congress placed further emphasis on a preventive focus in social investments. As the 1969 Senate Report on the extending legislation for the ARC pointed out, the ARC structure ideally lent itself to promoting coordinated planning and delivery of combined health, education and nutritional services for children in the region as a kind of laboratory for the nation.

1. DEMONSTRATION CHILD DEVELOPMENT PROGRAM

Section 202 of the Appalachian Regional Development Act of 1965 authorizes a demonstration program in health, nutrition and child care. The Commission has encouraged the design of comprehensive range of services to children under six that will result in the provision of a more complete, coordinated and appropriate set of services than can be provided by independent services through separate agencies. ARC funds may be used to link together funds available from other Federal agencies and to target them on a total population in a given demonstration area. Since this is a demonstration program, the statute provides a limit of five years for assistance from the ARC. This was extended to seven years in 1977.

The Child Development Program which developed from the first planning grants to states in 1970-1971 to improve the human potential of the Appalachian Region through establishment of accessible and logical preventive services for children and families as a part of a balanced approach to social and economic development.

The reasons for interest were several:

- The region continued to lack providers of many basic services;
- Federal services continued to be fragmented and categorical, and difficult for states to plan in a coordinated

way to build logical local and regional delivery systems; and

- Professionals and providers from many disciplines were convinced of the cost efficiency and wisdom of emphasizing prevention as an alternative to costly remedial care for undetected problems.

Wherever possible, an interagency approach was encouraged in planning and developing programs in the states to meet locally identified needs. Also important was the use of all other resources to ensure sound operations at the local level; the open-ended availability of Title IV-A Social Security funds, which were under utilized in the region, presented an especially appealing opportunity.

General Objectives

- To assist in the development of comprehensive preventive services in underserved areas;
- To assist states and substate districts in the development of coordinated planning, technical assistance and monitoring capacity; and
- To enable states to test innovative approaches to organization and delivery of services to children under six.

Impact Objectives

a. Economic Objectives

- To increase employment opportunity, employability and family income.
- To reduce long-term public dependency and institutionalization.
- To increase the cost efficiency of rural human resource services.
- To attract other public and private funds into the region.

b. Social Objectives

- To enhance the stability of the family unit in the context of Appalachian cultural patterns.
- To assure parent involvement in the delivery of publicly assisted services for children.

- To intervene in poverty/welfare dependence and to promote self-sufficiency.

- To reduce child abuse and neglect.

c. Physical Objectives

- To reduce infant mortality and new born death rates.

- To increase immunization levels and 1st trimester prenatal care.

- To meet nutritional needs of program clients.

- To assure early screening for preventable diseases as an entry into a system of primary health care.

d. Educational Objectives

- To detect learning disabilities at the preschool level and provide early special education opportunities to promote fullest possible participation of handicapped persons in later educational/work opportunities.

- To reduce costly 1st grade failure rates and raise achievement levels in the primary school system.

- To enable young parents to re-enter the educational system to complete basic or vocational education.

- To promote education for parenthood and family life.

Program Outlays

Through FY 1976, some 1,200 grant years of support were provided to approximately 325 programs in 330 counties of Appalachia.

Total funds composition of grants were as follows:

	ARC	Other Federal	State	Local	Total
FY 1970	186,802	-0-	39,339	23,080	249,221
FY 1971	7,048,929	10,257,943	70,008	574,879	17,951,759
FY 1972	18,946,001	33,484,859	148,850	2,053,564	54,633,274
FY 1973	17,267,184	10,269,712	49,000	3,607,319	31,193,215
FY 1974	25,675,804	20,907,106	613,016	6,269,158	53,465,084
FY 1975	25,134,627	11,657,538	2,409,816	11,781,101	50,983,082
FY 1976*	23,937,013	11,971,316	2,267,818	10,697,102	48,873,249
FY 1977	12,908,750	8,679,896	2,902,383	6,254,191	30,745,220
Total	$131,105,110	$107,228,370	$8,500,230	$41,260,394	$288,094,104

Est. FY 1978 12,900,000
Est. FT 1979 8,300,000 to 10,500,000

* FY 1976 funds include transition quarter.

ARC

Major program types and proportions of total grant activity included:

	% of Projects	% of Funds
Comprehensive Child Development (Multi-service, including day care)	42	65
Maternal/Child Health	16	14
Planning, technical assistance	27	13
Parent Training	6	3
Social Services	3	2
Construction/renovation	.02	.01

The most significant characteristic of the Child Development demonstration program has been its flexibility to provide non-categorical funding. This type of planning and funding philosophy has led to creative adaptations of existing categorical (urban-based) programs allowing individual projects to try innovative solutions to uniquely rural problems. In addition, ARC child development demonstrations cross state lines, link public and private agencies into a comprehensive service delivery network sharing intake procedures and client referral, operate under various designs of central administration; or provide comprehensive single agency services as the needs and resources of the area require.

Commission philosophy and support of comprehensive service delivery in rural Appalachia is based on a presumption that creation of an overall institutional capacity or agreements linking previously independent service organizations for purposes of providing a comprehensive range of services to children under six will result in a lower unit costs of delivering services to children. In addition, because the combined set of services is more complete and appropriate to the child's needs, it is expected that they will be more effective in meeting the problems currently faced by the region's children. Through demonstration of new approaches to service delivery in rural areas; the Commission has provided a model for rural America.

Statue: The Appalachian Regional Development Act of 1965, as amended.

Appropriation: The Commission receives a single appropriation for area development. In 1979 $123. million has been appropriated for this activity. Of that amount approximately $8.3 million will be allocated to child development projects. Approximately 153 projects will be assisted in FY 1979.

ARC

Recent Legislative Modifications: Congress amended Section 202 of the Appalachian Regional Development Act in 1977 to permit an additional year of assistance to certain child development projects unable to find other sources of funding at the completion of their demonstration program. In addition, the Congress directed DHEW and ARC to undertake a study of administrative barriers in federal and state programs that prevent ARC projects from qualifying for other sources of funding. That report is due in January of 1979.

COMMERCE
Department of Commerce

AGENCY IYC REPRESENTATIVE, ADDRESS AND TELEPHONE:

George Pratt,
Special Assistant for Education
Department of Commerce
Washington, D.C. 20230

(202) 377-3387

1. SCIENCE AND TECHNOLOGY ENRICHMENT PROGRAM

The Department of Commerce develops experimental pilot programs designed to enrich the learning experience of students talented and highly motivated in scientific and technological areas.

2. BUSINESS MANAGEMENT FELLOWSHIP PROGRAM

The Department also develops the supply of future managers and owners by placing talented college-bound high school seniors into vacation period internship programs with business firms, and cooperative program with National Alliance of Businessmen and the National Football League.

Statute: OMBE is established by Executive Order.

Appropriations: $250,000 - FY '78

3. COMPUTERIZED INFORMATION SYSTEM ON THE CHILD AND THE FAMILY

Commerce computerizes information on the child and the family under agreement with HEW's National Center for Child Abuse and Neglect. The system is presently being expanded to include legislative material. Other National Technical Information Service data include: Youth programs; family counseling; juvenile delinquency; adolescent attitudes, opinions and motivation alcohol and drug abuse; education; product safety; child health and human development; bicycle safety; and urban quality of life.

COMMUNITY SERVICE ADMINISTRATION (CSA)

AGENCY IYC REPRESENTATIVE, ADDRESS AND TELEPHONE:

John Finley (Jill Zorack),
Community Programs Coordinator
1200 19th Street, N.W.
Washington, D.C. 20506
(202) 254-5670/254-6110

The following is a list of Community Services Administration Programs which relate to children grouped according to specific program areas. CSA utilizes grants and a nationwide community action agency network comprised of nearly 900 Community Action Agencies to respond to the needs of low-income individuals.

A. GRANTS

1. COMMUNITY FOOD AND NUTRITION/ADVOCACY

a. Child Advocacy - Grantee: Children's Foundation-Washington, D.C.

The Children's Foundation is funded by CSA to plan and implement advocacy campaigns in the area of Community Food and Nutrition. This grantee works mainly with Federal Food Programs sponsored by the U.S. Department of Agriculture.
Programs addressed are:

Programs:	Advocacy Campaign:
WIC Program	The WIC Advocacy Project
Child Care Food	Child Care Food Program
Family Day Care Homes	Family Day Care Advocacy Project
Residential Child Care	Residential Child Care Institutions
Summer Food Program	Summer Food Advocacy Project
School Breakfast Program	School Food Advocacy Project
Federal Food Assistance Programs	Southern Regional Office
U.S. Food Stamp Program	Southern Regional Office
WIC/CCFP	WIC/CCFP Integration Project
Federal Food Assistance, Prairie Mountain Region	Prairie Mountain Regional Office

The purpose of the Children's Foundation efforts is to improve and expand these programs by launching intensive advocacy campaigns. These efforts include keeping local officials

and child advocates informed about pending child nutrition legislation, offering training and technical assistance to those interested in implementing a School Lunch or Breakfast Program, developing models for expanding implementation of Federal Food Programs, providing training to advocates in outreach, and leadership development by sponsoring local and regional conferences and training workshops. Also included in these efforts are several publications to inform people of their rights:

i. Rise and Shine - a school food newsletter

ii. Your Rights in the National School Lunch Program

iii. School Breakfast Fact Sheet

iv. School Breakfast - Issues and Answers

v. Student's School Breakfast Handbook

vi. I'd Rather Go To Hell Than Run A Breakfast Program

vii. Fact Sheet on the Summer Food Program

viii. Feed the Kids ... It's the Law

For further information regarding these programs please contact:

The Children's Foundation
Washington, D.C.
(202) 296-4450

b. Food Advocacy - Grantee: Food Research and Action Center

The Food Research and Action Center (FRAC) is a private, non-profit public interest law firm and advocacy center working with the poor and near-poor to end hunger and malnutrition in the United States. FRAC offers legal assistance, organizing aid, training, and information to poor people and groups working to improve and expand the Federal Food programs. Their work includes areas such as: food stamps, school lunch/breakfast, day-care and summer feeding, and WIC.

Publications which are issued by FRAC include:

i. FRAC Guide to the National School Lunch and Breakfast Programs, describing the Programs and outlining methods of organizing a school breakfast campaign.

ii. FRAC's Guide to State School Food Legislation, describing the methods of drafting state legislation to improve and expand the school food programs and of ushering a bill through the state legislature.

iii. FRAC's Guide to the Food Stamps Program, detailing program operation in an easily-understood and answer form.

iv. Waiting for Food Stamps.

v. School's Out...Let's Eat, FRAC's guide to organizing a summer food program.

vi. FRAC's Guide to Child Care Food Program, describing the expanded program for all types of child care centers and day-care homes.

vii. FRAC's Profile of the Federal Food Programs, a short pamphlet describing FRAC and outlining the seven major governmental food programs.

2. SOCIAL SERVICES

a. Group Homes for Abandoned and Neglected Children - Grantee: The Menninger Foundation

As a CSA grantee, The Menninger Foundation has been operating nine group homes in four states offering residential facilities for the care of dependent and delinquent children. Through these facilities many of these children, having been recently adjudicated by the courts, are provided with a positive, constructive and loving environment. The Menninger Foundation attempts to restructure the family image for the child in these homes through the use of surrogate parents with professional support in order to prevent delinquency or mental disorders, therby fostering healthy, well-adjusted individuals. Much of the funding for this will come through the state, administered directly to Community Action Agencies. Presently, there are Menninger Group Homes in New York, Maryland, Nebraska, and California.

The Menninger Foundation also sponsors the Youth Advocacy Project: an advocacy program designed to acquaint state and local officials with program models to help establish a Statewide System of group homes, and to develop model legislation, as well as to advance the development of current model sites to the state of self-sufficiency.

Appropriations: $498,115 - FY '78

b. Cities in Schools - Grantee: Public schools (2,800) in New York City, Indianapolis, and Atlanta

The Cities in Schools project is designed to integrate the delivery of social and educational services to inner city families, currently operating in Atlanta, Indianapolis and New York City. The Cities in Schools project is designed to address the problem of inaccessibility and fragmentation in existing social service programming by:

i. placing educational and social services together;
ii. bringing social services to the student;
iii. integrating these social services to respond to the youth as a whole person; and
iv. having the delivery of these services on a personal level based on a primary one-to-one relationship.

The model used to fulfill these goals is based on the building block of the family. Groups of ten students, each comprising a "family" unit, is supported by four full-time staff in addition to the regular teacher. These staff positions are:

i. Youth Coordinator--has overall responsibility for the functioning of the group as a "family';

ii. Programmatic Specialist--responsible for planning special in-school programs and out-of school trips, leisure-time and recreational activities;

iii. Social Service Worker--responsible for seeing that individual needs are met for agency services, counseling, and legal help;
iv. Supportive Educator--responsible for remedial education services.

The "family" offers each student a sense of belonging through in-school and out-of-school programming.

Appropriations: $2,800,000 has been jointly appropriated by ACTION, CSA, HUD, LEAAS, NIE and the Commerce Department.- FY '79

3. ENERGY

a. School Utilization Project - Grantee: Sandoval County Economic Opportunity Corporation, Bernalillo, New Mexico

The Sandoval County EOC will construct solar greenhouses, connective loop heaters, a crop dryer and a solar cooker at four elementary and one junior high school. Students and teachers will be involved in the construction and in workshops where greenhouse operation, usage, and management will be taught.

Part of a National Demonstration; will be evaluated in FY'79 (one-time funding).

Grant: $46,261- FY'79

b. School Utilization Project - Grantee: Cranston CAP, Inc., Cranston, Rhode Island

The Cranston CAP will work with students in ten classrooms providing them with information and curriculum about energy conservation and appropriate technology. The Cranston CAP will work with the school administration to promote curriculum and operational changes that will enhance energy conservation as an important educational method.

Grant: $30,482 - FY '79

c. School Utilization Projects - Grantee: The Economic Opportunity Program, Inc., Chemung County, Elmira, New York

This grant will enable the Economic Opportunity Program, Inc. of Chemung County to construct a solar greenhouse at an Elmira, New York, elementary school which has the highest percentage of poverty in the city.

The Elmira School District will use the greenhouse model and curriculum model for other schools in the district which will also be used by residents of the target area for growing their own plants for later transplanting to their own or community gardens.

Grant: $25,000 - FY '79

d. School Utilization Projects - Grantee: The New Western Energy Show Through Appropriate Energy Resources Organization, Billings, Montana

The New West Energy Show use its grant to visit schools on the Crow and Cheyenne Indian Reservations in eastern Montana.

Presentations of skits and music will be given at school assemblies on the subjects of renewable energy and conservation. These presentations will be followed up with classroom visits for the purpose of working directly with the students on energy conservation tools and techniques.

Appropriation: $29,868 - FY'79

4. SUMMER RECREATION

a. Summer Youth Recreation Program (SYRP) - Grantee: Community Action Agencies (Nationwide)

The SYRP is designed to provide recreational opportunities for low-income children during the summer months. These opportunities include activities such as organized sports and games, arts and crafts, playground activities, educational and cultural field trips, instruction in the creative arts and special events.

Appropriation: $17 million - FY '79

b. National Youth Sports - Grantee: The National Collegiate Athletic Association

The National Youth Sports Program is a program designed to introduce and provide disadvantaged youth between the ages of 10-18 a new environment and new ideas through a competitive sports program which will stimulate them toward self-improvement and advancement.

The program provides an opportunity for the youth to benefit from sports skills instruction, engage in sports competition and improve their physical fitness. In addition each participant receives the following: medical exams, enrichment activities to include drug/alcohol abuse education, counseling in study practices, and instructions concerning job responsibilities.

All programs are on college campuses and individual programs last an average of 24 days, during the months of June - August and at least 12 sessions during September - May.

Appropriation: $6 million - FY '79

5. PLANNING & RESEARCH

a. Research on Youth Programs - Grantee: Coalition for Children and Youth

The Coalition for Children and Youth (formerly the National Council or Organizations for Children and Youth) is a voluntary non-profit corporation of agencies, organizations and individuals collaborating to provide for the common good, general health and welfare of children youth and their families.

This is a planning grant for CCY to carry out the following activities:

i. Plan for development of user-oriented information system for youth mobilization/employment emphasizing CAA/CSA priorities.

ii. Linkage of agencies, organizations and consumers for optimum use of information system emphasizing CSA/CAA priorities.

iii. Linkage of employment/youth mobilization projects with CSA/CAA audiences.

CCY will develop a series of resource booklets on youth programs for CAA's in the following areas:

i. Research data from experienced organizations on youth program.

ii. Youth information systems guide.

iii. Youth needs assessment guide.

6. EMPLOYMENT

a. Special Youth Unemployment Program (SYUP) - Grantee: CAA's in ten of the largest U.S. cities: Baltimore, Washington, D.C., Philidelphia, Chicago, Cleveland, Detroit, New York, Houston, and St. Louis.

The program is designed to provide employment and training for disadvantaged youth (16-21) in cooperation with other federal, state and local programs. The major goal of the program if to insure job training for youth which will lead to permanent employment.

Appropriation: $4.5 million - FY '79

B. COMMUNITY ACTION AGENCIES

The following programs are a sampling of the child related programs operated through local Community Action Agencies.

1. TRAINING AND TECHNICAL ASSISTANCE

a. CSA - New York City
Delegate Agency Contract
"New Cinema Artists"

Non-profit Organization involved with exposing children to repertory and theatre.
Appropriations: $300,000 - FY '79

b. New Jersey Northwest CAP
"Marionette Show"

A marionette show is used as a vehicle for nutrition education for low-income youths.

c. Newark - UCC
Delegate Agency: "Iron Bound"

This is a $10,000 grant to teach dance and dance appreciation to low-income youths.

d. New Rochell/West Chester, NY CAP
"Parks and Recreation Grant"

Establishment of a "Mime and Dance" Summer School.

e. Department of Human Resources - Chicago, Illinois
Delegate Grantee: "Urban Gateways"

This is a "Cultural Enrichment" program with the component area being Education. It is an inner-city project in 44 schools to be designated by Urban Gateway as "special schools". Their goal is to aid in the academic and cultural development of low-income children. They are working toward incorporating the arts into the educational process.

f. Department of Human Resources - Chicago, Illinois
Delegate Agency: Boys Club

The Graphic Arts Program Unit of the Chicago Boys Club provides training for young men and women in the field of off-set printing and automated copy systems. The purpose of this training is to install both skills and motivation in high school drop-outs and other who find it difficult to obtain work.

g. Department of Human Resources - Chicago, Illinois
Delegate Agency: Youth Black Heritage Theatre Co.

The purpose of this program is to provide twenty-five youths with professional exposure to the performing arts. The youths are trained in speech, acting techniques, stage presentation, self-confidence, drama interpretation and expression as well as such allied fields as lighting, directing, costuming and make-up.

2. HOUSING

a. Housing - Grantee(s): Fourteen Nationwide Grantees

Although there are no specific CSA housing programs directed solely towards children, almost all of its programs are intimately, though not specifically, involved and concerned with children.

Appropriations: $29 million - FY '79

3. CRISIS INTERVENTION

a. Family Center. A Family Crisis Intervention and Support Program - Grantee: Community Relations - Social Development Commission

The Family Crisis Center will strengthen and assist low-income families and family members through crisis intervention which can include crisis shelter and through the concomitant provisions of ongoing counseling and support services to 700 families. In addition to service delivery, this project will carry out advocacy efforts to establish programs and policies which assist low-income families and conduct research and evaluation which will further define the multiple problems of low-income families and test the service delivery approach.

Appropriations: $620,455 - FY '79

CONSUMER AFFAIRS
U.S. Office of Consumer Affairs

AGENCY IYC, REPRESENTATIVE, ADDRESS AND TELEPHONE:

Sylvia Solhaug, Special Assistant
Reporters Building - Room 621
300 7th Street S.W.
Washington, D.C. 20040
(202) 755-8877

The U.S. Office of Consumer Affairs serves as advisor on consumer-related policy and programs, coordinates consumer functions in the federal government, assures that the interests of consumers are presented and considered by the federal government, and makes recommendations to the President and other federal officials for improvement of consumer programs.

Although the office has no specific programs, in its policy advisory capacity it examines and makes recommendations on many consumer issues that effect children including the recommendations to ban "tris", to limit the amount of lead in paint, and to identify the contents of a food product on its label.

Statue: Executive Orders 11583 & 11566

Appropriation: $1,700,000, - FY '79

CONSUMER PRODUCT SAFETY COMMISSION (CPSC)

AGENCY IYC REPRESENTATIVE, ADDRESS AND TELEPHONE:

Elaine H. Besson, Program Manager
Children's Toys and Recreational Products
U.S. Consumer Product Safety Commission
Washington, D.C. 20207
(301) 492-6453

The Consumer Product Safety Commission (CPSC) was established by Congress in 1972 (P.L. 92-573) and charged with the following:

1. to protect the public against unreasonable risks of injury associated with consumer products;

2. to assist consumers in evaluating the comparative safety of consumer products;

3. to develop uniform safety standards for consumer products and to minimize conflicting state and local regulations; and

4. to promote research and investigation into the causes and prevention of product-related deaths, illnesses, and injuries.

The CPSC develops safety requirements for consumer products under the authority of one or more of five Acts which it administers; the Consumer Product Safety Act (CPSA), the Federal Hazardous Substances Act (FHSA), the Poison Prevention Packaging Act (PPPA), the Flammable Fabrics Act (FFA), and the Refrigerator Safety Act (RSA).

The Commission has always considered children as a particularly vulnerable high risk population group. Accidents continue to be a leading cause of deaths in children under 15 years of age. The reduction of the risks of injury and death associated with those products specifically intended for children and entrusted to them has, therefore, been a continuing priority for Commission action.

The most recent Commission data (calendar year 1977) estimate that children under the age of 15 sustained nearly 150,000 toy-related injuries, 200,000 recreational product-related injuries (including injuries associated with playground equipment and sleds) and an additional 40,000 injuries associated with nursery equipment and accessories. Total - 390,000 regulations promulgated under the authority of the FHSA have established safety requirements to address these injuries.

The PPPA provides for special packaging to protect children from serious personal injury or illness resulting from handling or ingesting household substances. During calendar year 1977, a total estimated

303,000 injuries (NEISS data) associated with products in this program area occurred to children under five years of age. Approximately 89 percent of these injuries were poisoning/ingestions. After poisonings/ ingestions, chemical burns and dermatitis account for an additional five percent of the injuries to children under age five.

In addition, the Commission has banned lead-containing paint for use on consumer products, or in and around the household to reduce the risk of lead-poisoning to which children are highly susceptible.

Children remain one of the most vulnerable population groups at risk from burns associated with flammable fabrics. To reduce this risk, the Commission enforces regulations designed to prohibit the sale and distribution of highly flammable clothing with special emphasis on children's sleepwear.

Information and education efforts both support regulatory development and assist the consumer and industry in making evaluations of the comparative safety of children's produts where unregulated hazards, including consumer use and misuse, may exist. An annual education program during the winter holiday season addresses toy safety, and programs on outdoor playground equipment and nursery equipment are being conducted. Information is disseminated on other products on an on-going basis for parents and providers of child care.

The Commission has contributed to the goal of increased public awareness of chemical hazards through its annual participation in National Poison Prevention Week and the distribution of information about first aid to victims.

DEFENSE
Department of Defense (DOD)

AGENCY IYC REPRESENTATIVE, ADDRESS AND TELEPHONE:

Dr. Anthony Carinale, Director,
Defense Dependant Schools,
Department of Defense
Hoffman Building #1,
2461 Eisenhower Avenue
Alexandria, Virginia 22331
(202) 325-0188

While the Department of Defense has specific legislative authority to run primary and secondary schools and provide health services for minor dependants of its military and civilian personnel, all branches of the Department of the Navy, Air Force, Army and the Marines have become involved in social issues relating to these dependant minors. The central focus is on providing a family service system to help strengthen families and help them cope with the stress and strain of changing cities and countries of residence. All four branches of the armed services have also become involved in the prevention and treatment of juvenile delinquency and child abuse and neglect.

1. DEPENDENT'S SCHOOLING

Primary and secondary schooling for minor dependents of military and civilian personnel of the Department of Defense residing on military or naval installations or stationed in foreign countries.

Statue: Department of Defense Appropriation Act, Public Law 95-111, Section 807, September 21, 1977.

Appropriation: In an amount not exceeding $266,750,000

2. CIVILIAN HEALTH AND MEDICAL PROGRAM OF THE UNIFORMED SERVICES (CHAMPUS)

A supplementary medical program intended to provide medical services from civilian sources to dependents of active duty members of uniformed services, retired members and their dependents and surviving dependents of deceased active or retired members when the services of an uniformed service facility are not available. A special aspect of this program shares costs of rehabilitated services and supplies needed to help a seriously physically handicapped or moderately or severely mentally retarded person overcome or adjust to his/her condition. This applies to only active duty members' dependents.

Statue: Department of Defense Appropriation Act., Public Law 95-111, Section 854, September 21, 1977.

Appropriation: In an amount not exceeding $614,583,000.

ENERGY
Department of Energy

AGENCY IYC REPRESENTATIVE, ADDRESS, AND TELEPHONE:

L. Robert Davids, Deputy Director, Special Programs
Department of Energy
Office of Public Affairs
12th & Pa. Ave. N.W., Rm. 3134
Washington, D.C. 20461
(202) 566-7852

1. ENERGY EDUCATION PROGRAM

The Department has begun energy education programs for children which consist of developing and distributing energy curriculum materials for primary through high school grade levels, and providing special instructional materials and summer workshops for teachers of energy subjects.

Appropriation: $1.5 million in FY '78

FEDERAL TRADE COMMISSION (FTC)

AGENCY IYC REPRESENTATIVE, ADDRESS AND TELEPHONE:

Terri Freundlich, Research Analyst,
Federal Trade Commission
Children's Television Advertising Program
414 11th St., N.W. Room 6106, 20580
(202) 724-1476

1. CHILDREN'S TELEVISION ADVERTISING

The Federal Trande Commission has begun Trade Regulation Rule proceedings to consider certain restrictions regarding television advertising directed towards children.

The Commission has invited comment on the advisability and manner of implementation of a rule which would include the following three elements:

a. Ban all televised advertising for any product which is directed to, or seen by, audiences composed of a significant proportion of children who are too young to understand the selling purpose of or otherwise comprehend or evaluate the advertising;

b. Ban televised advertising for sugared food products directed to, or seen by, audiences composed of a significant proportion of older children, the consumption of which products poses the most serious dental health risks;

c. Require televised advertising for sugared food products not included in Paragraph (b), which is directed to, or seen by, audiences composed of a significant proportion of older children, to be balanced by nutritional and/or health disclosures funded by advertisers.

The Commission will consider staff proposals along with written comments and testimony offered by the public, industry and consumer groups to determine to what extent television advertising to children should be regulated.

Hearings will be held in San Francisco and Washington, D.C.

Testimony will include expert opinions on children's cognitive development; sugar consumption; nutrition; dental habits; children's comprehension of the selling intent of commercials; industry self-regulation; and the economic impact of regulating advertising to children.

2. ADVERTISING MONITORING AND SUBSTANTIATION

The Advertising Monitoring and Substantiation is an on-going project. The effect of advertisments on children is of special concern during the review of advertisements seen not only on television, but also in print. Areas of consideration which specifically have impact upon children include over-the-counter drugs, foods, toys, and safety.

When staff suspects that an advertisement may be deceptive or unfair under Secion 5 of the FTC Act a preliminary investigation is opened and if warranted, adjudicative or other administrative procedures are begun.

3. TOY MANUFACTURERS INVESTIGATION

Investigation of the advertising and packaging practices of toy manufacturers and advertisers. The investigation is industry-wide and has focused on deception and unfairness in television advertising. Particular attention has been paid to the various film and camera techniques, and other advertising techniques which are intended to draw the child's attention.

GPO

GOVERNMENT PRINTING OFFICE

AGENCY IYC REPRESENTATIVE, ADDRESS AND TELEPHONE:

John D. Bennett
Assistant Superintendent
Planning Service Division
Room 830 C
Government Printing Office
Washington, D.C. 20401
(202) 275-2031

The Government Printing Office arranges the publication and often the selling of federal and legistative material. Through the Government Bookstore, a person or an organization may purchase moderately priced publications with valuable information on children.

There are 25 stores in the United States, and large numbers of publications are sold to schools, interested organizations and individuals through the mail order service. Publications are also purchased by a large number of people in other countries as well as dependant schools abroad. Over 400 titles are listed in the free Subject Bibliography, Children and Youth (SB-035). To keep abreast of newly issued government publications, a person can have his name entered on the free mailing list for the Selected U.S. Government Publications booklet. Issued eleven times a year, each 16-page issue lists and describes over 140 newly published or still popular government publications. Usually, one or more of these will relate to children.

Publications can now be purchased with a credit card both in the U.S. and abroad. For either of the above free items, and more information on how to order material, write to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

HEALTH, EDUCATION AND WELFARE
Department of Health, Education, and Welfare (HEW)

AGENCY IYC REPRESENTATIVE, ADDRESS AND TELEPHONE:

Dr. Blandina Cardenas Ramirez, Commissioner
Administration for Children Youth and Families
Department of Health, Education, and Welfare
P.O. Box 1182
Washington D.C. 20013
(202) 755-7762

HEW administers most of the major legislated programs in the United States that are designed for children. The programs will be discussed as they are arranged in the following HEW offices:

A. Civil Rights 35
B. Education 36
1. Office of Education, Funded Programs 36
2. Office of Education, Unfunded Programs 43
3. National Institute of Education 43
C. Health Care Financing (HCFA) 44
D. Human Development Services (OHDS) 45
1. Aging 45
2. Children, Youth and Families 46
3. Native Americans 50
4. Public Service 50
5. Rehabilitation 51
6. International Programs 53
E. Public Health Service (PHS) 54
1. Alcohol, Drug Abuse and Mental Health Administration (ADAMHA) 55
2. Center for Disease Control (CDC) 59
3. Food and Drug Administration (FDA) 61
4. Health Resources Administration (HRA) 65
5. Health Services Administration (HSA) 66
6. National Center for Health Statistics (NCHS).. 69
7. National Institutes of Health 70
F. Social Security Administration (SSA) 73

A. CIVIL RIGHTS (Office of Civil Rights)

IYC REPRESENTATIVE:
Barbara Block, Program Analyst

1. CIVIL RIGHT COMPLIANCE ACTIVITIES

To enforce Title VI of the Civil Rights Act of 1964, which prohibits Federal funds for programs that discriminate as to race, color, or national origin. Responsible for implementing Executive Order which prohibits discrimination in federally supported employment

because of race, color, religion, sex or national origin. Also involves Titles IX of the Educational Amendments of 1972; anti-sex discriminated provisions of the Comprehensive Training Act of 1971; and the prohibition against discrimination of Handicapped persons, Section 504 of the Hehabilitation Act of 1973.

Appropriation: FY '77 est. 31,304,000

B. EDUCATION

IYC REPRESENTATIVE:
Dr. Peter Relic, Deputy Assistant
Secretary for Education

The Education component of the Department of Health, Education and Welfare by its very nature has numerous programs for children. This report is intended to provide an overview of major activities and is divided into three parts.

Part 1. Lists programs which are funded by the Office of Education. Programs which deal specifically with children are identified .....

Part 2. Shows programs for which legislation has been enacted but the funds have not been appropriated .....

Part 3. Describes briefly the function of the National Institute of Education .....

1. PROGRAMS FUNDED BY THE OFFICE OF EDUCATION

The federal government is a major source of financial support and technical assistance to the nation's schools and colleges, chiefly through the U.S. Office of Education (OE). As a major component of the Education Division of the U.S. Department of Health, Education, and Welfare, OE administers programs covering virtually every level and aspect of education. These programs, and the fiscal year 1978 funds appropriated by congress in support of them, are listed on the following pages.

For easy reference, the programs are presented in categories or groupings that indicate whether they serve individuals or institutions, and the nature of their support- for example, research or construction. Since the several phases of one program or activity may serve more than one category, a given program may be listed more than once.

Fiscal year 1978 funds which were appropriated to OE totaled almost $9.3 billion. The OE total excludes programs administered by the Assistant for Education and the National Institute of Education, other components of the HEW Education Division.

	TYPE AND PURPOSE OF ASSISTANCE	AUTHORIZING LEGISLATION	APPROPRIATION ($)	WHO MAY APPLY
a.	**For Elementary and Secondary Education Programs**			
i.	Arts in Education Program (13.368). To encourage the establishment of arts education programs at elementary and secondary levels.	Education Amendments of 1974, Special Projects Act, Sec. 409	2,000,000	State and Local education agencies
ii.	Billingual education basic programs (10.400). To develop and operate programs to meet the special need of children of limited English-speaking ability	Elementary and Secondary Education Act, Title VII	93,975,000 (includes in-service training components)	Local education agencies, institutions of higher education applying jointly with one or more LEAs
iii.	Educational innovation and support (13.571). To improve leadership resources of state and local education agencies; to support innovative and projects, nutrition and health services, and dropout prevention.	Elementary and Secondary Education Act, Title VI-C	177,750,000	State education agencies
iv.	Educationally-deprived children (13.123). To meet the educational needs of deprived children.	Elementary and Secondary Education Act, Title I	1,926,726,831	Local education agencies
v.	Educationally deprived children-migrants (13.429). To meet the educational needs of children of migratory agricultural workers or migratory fishermen.	Elementary and Secondary Education Act, Title I,	145,759,940	Local education agencies
vi.	Educational deprived children in administered Institutions serving neglected and delinquent children (13.431). Programs to improve the education of such institutionlized children	Elementary and Secondary Education Act, Title I, Sec. 123	29,821,338	Eligible state agencies
vii.	Ethnic Heritage Studies (13.649). to develop intercultural understanding among people living in a pluralistic society; to promote mutual understanding among various U.S. ethnic groups.	Elementary and Secondary Education Act, Title IX	2,300,000	Public or private nonprofit agencies, institutions or organizations
viii.	Follow Through (13.433). To extend into primary grades educational gains made by deprived children in Head Start or similar preschool programs.	Community Services Act (P.L. 93-644), Title IX	69,000,000	Local education or other agencies nominated by state education agencies in accordance with OE criteria
ix.	Incentive grants (13.512). To encourage grader state and local expenditures for education.	Elementary and Secondary Education Act, Title I, Part B	24,523,762	State educational agencies exceeding the national effort index
x.	Indian education (13.534). To provide supplemental programs meeting special educational needs of Indian Children enrolled in public schools, grades K-12.	Indian Education Act (P.L. 92-318), Title IV. Part A	34,065,000	Local education agencies
xi.	Indian education (13.531). To provide special elementary and secondary school programs meeting the special educational needs of Indian students.	Indian Education Act (P.L. 92-318), Title IV, Part A	3,886,000	Nonlocal education agency schools on or near reservations. LEAs having a substantial Indian enrollment for less than three years
xii.	Indian education-apecial programs projects (13.535). To provide exemplory and demonstration programs for emproving educational opportunities for Indian children	Indian Education Act (P.L. 92-318), Title IV, Part B	14,400,000	Indian tribes, institutions, and organizations, SEAs LEAs, federally supported elementary and secondary schools for Indian children, higher education institutions
xiii.	Metric education (13.561). To encourage education agencies to prepare for the metric metric system of measurement	Education Amendments of 1974, Special Projects Sec. 403	2,090,000	State and local education agencies, institutions of higher education, public and private nonprofit agencies, organizations, and institutions

TYPE AND PURPOSE OF ASSISTANCE	AUTHORIZING LEGISLATION	APPROPRIATION ($)	WHO MAY APPLY
xiv. Packaging and dissemination (13.535). To promote wide dissemination and effective adoption of exemplary education programs identified by the OE/NIE Joint Dissemination Review Panel	Education Amendments of 1974, special Projects Act, Sec. 402, and the General Education Provisions Act, Sec. 422(a)	10,000,000	State and local education agencies, higher education institutions, and other public and private agencies
xv. Right to Read (13.533). To stimulate institutions, government agencies, and private organizations to improve and expand reading-related activities for children, youths, and adults.	Education Amendments of 1974, National Reading Improvement Program (P.L. 94-194), Title VII	27,000,000	State and local education agencies; nonprofit educational or child care institutions, higher education institutions, and other public and private nonprofit agencies and individuals
xvi. Teacher centers (13.416). To provide federal assistance for planning and operating teacher centers and to assist institutions of higher education in operaing them.	Higher Education Act, Title V-B	8,250,000	Local education agencies (90%) institutions of higher education (10%)
xvii. Womens educational equity (13.563). To support development and implementation of capacity-building programs contributing to women's educational equity and having a possible national impact.	Education Amendments of 1974, Special Projects Act, Sec. 408	8,085,000	Public agencies, private nonprofit organizations, and individuals
b. Strengthening Organizational Resources			
i. Alcohol and drug abuse education programs (13.420). To organize and train alcohol and drug education leadership teams at state and local levels; to develop programs and leadership to combat causes of alcholo and drug abuse.	Alcohol and Drug Abuse Education Act of 1974 (P.L. 93-422)	2,000,000	Higher education institutions, state and local education agencies, public and private education or community organizations
ii. Bilingual education technical assistance coordination (13.403). To provide technical assistance to local education agencies operating Title VII Basic Programs (see Part A, items 2,3) and to coordinate bilingual programs within the state.	Elementary and Secondary Education Act, Title VII (as amended by P.L. 93-380)	4,375,000	Qualifying state education agencies
iii. Education television and radio (13.541). To fund development and dissemination of educational radio and TV Programs for children, youths, and adults.	Education Amendments of 1974, Special Projects Act, Sec. 402	5,000,000	Public and private agencies, organizations, associations, institutions, and individuals
iv. Environmental education (13.522). Projects to develop environmental and ecological awareness and problemsolving skills through education programs conducted by formal and nonformal educational organizations and institutions.	Environmental Education Act of 1970 (P.L. 91-516)	3,500,000	Higher education institutions; local and state education agencies; regional educations research organizations, and other public and private organizations (including lebraries and museums)
v. Library and learning resources (13.570).To help provide school library resources, textbooks, and other instructional materials; instructional equipment, and minor remodeling; testing, counseling, and guidance services in elementary and secondary schools.	Elementary and Secondary Education Act, Title IV-B	167,500,000	State education agencies
vi. Teacher Corps (13.489). To strengthen educational opportunities for children in low-income areas; to encourage colleges and universities to broaden teacher preparation programs; and to improve training programs for teachers and education personnel.	Higher Education Act, Title V	37,500,000	Higher education institutions local education agencies, and state education agencies

HEW/E

TYPE AND PURPOSE OF ASSISTANCE	AUTHORIZING LEGISLATION	APPROPRIATION ($)	WHO MAY APPLY
c. For Postsecondary Education Programs			
i. Talent Search (13.488). To help identify and encourage promising students to complete high school and pursue postsecondary education.	Higher Education Act, Title IV-A	11,000,000	Higher education institutions and combinations os such institutions, public and private agencies and organizations
ii. Upward Bound (13.492). To motivate young people from low-income backgrounds with inadequate high school preparation to enter and succeed in postsecondary education.	Higher Education Act, Title IV-A	44,000,000	Higher education institutions and combinations of such institutions, public and private agencies and institutions
d. For the Education of the Exceptional and the Handicapped			
i. Center and services for deaf-blind children (13.445). To provide specialized intensive educational and therapeutic services to deaf-blind children and their families through regional centers.	Education of the Handicapped Act, Part C. Sec. 622	16,000,000	Public or nonprofit private agencies organizations, or institutions
ii. Early education for handicapped children (13.444). To aid state and local education agencies in developing model preschool and early education programs for handicapped children.	Education of the Handicapped Act, Part C, Sec. 623	22,000,000	Public agencies and private nonprofit organizations
iii. Gifted and talented children (13.562).To develop programs for gifted and talented children: to train teachers and leadership personnel for these children.	Education Amendments of 1974, Special Projects Act, Sec. 404	2,560,000	State and local education agencies, higher education institutions, appropriate nonprofit institutions or agencies
iv. Handicapped regional resource centers (13.450). To establish regional resource centers that advise and offer technical services to educators for improving education of handicapped children.	Education of the Handicapped Act, Par C, Sec. 621	9,750,000	Higher education institutions, state education agencies, or combinations of such including local education agencies
v. Information and recruitment (13.452). To encourage recruitment of educational personnel into special education, to disseminate information, to provide referral services for parents of handicapped children.	Education of the Handicapped Act, Part D, Sec. 633	1,000,000	Public or private nonprofit agencies, organizations, or institutions
vi. Media services and captioned film loan program-research (13.446). To provide for media research, development, training and services for the handicapped through grant or contract.	Education of the Handicapped Act, Part F	19,000,000 (includes items 62-63)	Requests for proposals published in the Commerce Business Daily; grant announcements published in the Federal Register
vii. Media services and captioned film loan program-film (13.446). To advanced the handicapped through media and technology including a captioned film loan program for the deaf.	Education of the Handicapped Act, Part F	(included in item 61)	State or local public agencies, schools, and organizations which serve the handicapped, their parents, employers, or potential employers
viii. Personnel training for the education the handicapped (13.451). To prepare and inform educators of handicapped children and to ensure an adequate supply of personnel in this area through preservice and inservice training.	Education of the Handicapped Act, Part D	45,375,000 (includes item 71)	State education agencies, higher education institutions, and appropriate nonprofit agencies
ix. Preschool incentive grants (OMB Cat No. not assigned). To provide an incentive to states to serve and further develop services for handicapped children ages 3-5.	Education of the Handicapped Act, Part B	15,000,000	State education agencies in states which provided preschool programs for handicapped children ages 3-5 in previous year

	TYPE AND PURPOSE OF ASSISTANCE	AUTHORIZING LEGISLATION	APPROPRIATION ($)	WHO MAY APPLY
x.	Severly handicapped projects (13.569). To meet education and training needs of severely handicapped children and youths by by helping them become as independent as possible.	Education of the Handicapped Act, Part C. Sec. 621 and 624	5,000,000	State departments of special education , education agencies, higher education institutions. Public and nonprofit private agencies, professional organizations, and volunteer associations
xi.	State aid for programs for the handicapped (13.443). To assist in initiation, expansion, and improvement of programs and projects school, elementary, and secondary levels through grants to states and outlying areas.	Education of the Handicapped Act, Part B, as amended by P.L. 94-142	465,000,000	State education agencies
xii.	State supported school programs for the handicapped (13.427). To strengthen programs for children in state operated and state supported schools.	Elementary and Secondary Education Act, Title I, Sec.121	12,590,937	Eligible state agencies
xiii.	Supplementary educational centers and services, guidance, counseling, feeling for the handicapped (13.519). To provide vitally needed educational services in support of local innovative and exemplary projects in guidance, counseling, and testing.	Elementary and Secondary Education Act,	19,750,000	State education agencies
e.	For Developing and Strengthening International Studies Programs			
i.	Group projects abroad for non-western language and area studies (13.440). To train U.S. education personnel abroad in language and international to develop comprehensive language programs for U.S. institutions.	Mutual Educational and Cultural Exchange Act and P.L. 83-480 (in excess foreign currency countries)	919,710	Colleges, universities, consortiums, local and state education agencies, nonprofit education organizations
f.	For Occupational, Adult, Vocational, and Career Education			
i.	Bilingual vocational instrutional materials, methods, and techniques (13.587). To develop instructional materials and encourage research programs and demonstration projects to meet the shortage of such instructional materials available for bilingual vocational training programs.	Vocational Education Act of 1963, Part B, support 3	(including in Group II, item 3)	State agenceie, public and private educational institutions, nonprofit organizations, private organizations, and individuals
ii.	Bilingual vocational training (13.538). To assist in conducting bilingual vocational training programs so that vocational training programs are available to persons of limited English-speaking ability.	Vocational Education Act of 1963, Part, subpart 3	(included in Group II, item 3)	State agencies, local education agencies, postsecondary institutions, and other public or private organizations
iii.	Career education (13.554). To demonstrate effective methods and techniques in career education to develop exemplary models.	Education Amendments of 1974, Special Projects Act, Sec. 406	10,135,000	State and local education agencies, higher education institutions, and other nonprofit organizations

HEW/E

TYPE AND PURPOSE OF ASSISTANCE	AUTHORIZING LEGISLATION	APPROPRIATION ($)	WHO MAY APPLY
iv. Consumer and homemaking education (13.494). To help states conduct training programs in consumer and homemaking education, especially in economically depressed or high unemployment areas.	Vocational Education Act of 1963. Part A, subpart 5	40,994,000	Local education agencies
v. Vocational education basic programs (13.493). To maintain, extend, improve vocational education programs to develop programs in new occupations, to help states conduct vocational education programs of cooperative work-study arrangements, and to provide work opportunities for full-time disadvantaged vocational education students.	Vocational Education of 1963, Part A, subpart 2	430,266,000 (includes item 84)	Local education agencies
vi. Vocational education contract program for Indian tribes and Indian organizations (13.588). To make contracts with Indian tribal organization to plan, conduct and administer programs or positions on programs authorized by and consistent with the Vocational Education Act.	Vocational Education Act of 1963, Part A	(included in item 83)	Indian tribal organizations or Indian tribes which have contracted with the Secretary of the Interior for the administration of programs under the Act of April 16, 1974
vii. Vocational programs for persons with special needs (13.495). To provide vocational education programs for disadvantaged persons who have not succeeded in regular programs.	Vocational Education Act of 1963, Sec. 102(b)	20,000,000	Local education agencies
g. For Desegregation Assistance			
i. Desegregation assistance, grants to nonprofit organizations (13.529). To promote aid for community based special programs and projects in support of school district desegregation plans.	Emergency School Aid Act Title VII (P.L. 92-318)	17,200,000	State and local education agencies, public and private nonprofit organizations, institutions or agencies and combination of the above
ii. Desegregation assistance, basic grants to LEAs (13.525). To provide segregation school districts for educational programs.	Emergency School Aid Act Title VII (P.L. 92-318)	137,600,000	Local public school districts
TYPE AND PURPOSE OF ASSISTANCE	**AUTHORIZING LEGISLATION**	**APPROPRIATION ($)**	**WHO MAY APPLY**
iii. Desegregation assistance, pilot programs (13.526). To help desegregating school districts provide special help in the form of unusually promising pilot programs to overcome minority group isolation.	Emergency School Aid Act, Title VII (P.L. 92-318)	32,250,000	Local public school districts
iv. Desegregation assistance, bilingual programs (13.528). To help desegregation school districts to provide bilingul programs for children of limited English-speaking ability.	Emergency School Aid Act Title VII (P.L. 92-318)	8,600,000	Local public school districts and private nonprofit organizations
v. Desegregation assistance, educational TV (13.530). To develop and produce integrated children's educational television programs.	Emergency School Aid Act, Title VII (P.L. 92-318)	6,450,000	Public or private nonprofit organizations, agencies, or institutions
vi. Desegregation assistance, special programs and projects (13.532). To lessen minority group isolation by supporting efforts of special merit not funded under other parts of ESAA legislation.	Emergency School Aid Act, Title VII (P.L. 92-318)	61,250,000	Local public school districts public and private nonprofit organizations

TYPE AND PURPOSE OF ASSISTANCE	AUTHORIZING LEGISLATION	APPROPRIATION ($)	WHO MAY APPLY
vii. Magnet schools, university/business corporations (13.589). To support magnet schools as a method of school desegregation, and to conduct education programs in cooperation with colleges, universities, and businesses.	Emergency School Aid Act, Title VII (P.L. 92-318)	20,000,000 (included item 97)	Local education agencies
b. For Research			
i. Bilingual education research, demonstration and evaluation activities (13.403). (1) Review of existing language assessment practices: (2) establishment of range of entry exit criteria for students in bilingual education projects; and (3) development of basic curriculum objectives for dissemination to the field.	Elementary and Secondary Education Act, Title VII as amended by (P.L. 93-380)	2,000,000	Public or private educational agencies, institutions or organizations
ii. Bilingual vocational instruction materials, methods, and techniques (13.587). To develop instructional materials and encourage research programs and demonstration projects to meet the shortage of such instructional materials available for bilingual vocational programs.	Vocational Education Act of 1963, Part B	(included in Group II item 3)	State agencies, public and private educational institutions appropriate nonprofit organizations, private organization, and individuals
iii. Consumer education (13.564). To support research and development and pilot projects designed to provide consumer education to the public.	Elementary and Secondary Education Act, Sec. 811	4,068,000	State and local education agencies, higher education institutions, libraries, public and private nonprofit organizations
iv. Research and demonstration for the handicapped (13.443). To improve educational opportunities of handicapped children through support of research development, demonstration and model program activities.	Education of the Handicapped Act, Part E	20,000,000	Higher education institutions state or local education agencies, public or private educational or research groups
v. Vocational education program improvement and supportive services (13.498). To conduct appled studies and development in vocational education.	Vocational Education Act of 1963, Part A, subpart 3	107,567,000	State education agencies, higher education institutions, public and private agencies and institutions, local education agencies, and individuals

2. EXISTING LEGISLATION AFFECTING THE EDUCATION OF CHILDREN FOR WHICH FUNDS HAVE NOT BEEN APPROPRIATED:

a. Science Clubs Act of 1958
Statue: P.L. 85-875

Supports clubs similar to FFA for boys and girls with special interest in science. $50,000 is maximum authorization.

b. Cultural Information Programs
Statue: NDEA VI, Section 603

Supports programs to increase the understanding of students about the cultures and actions of other nations. May be all levels of education.

c. Guidance and Counseling -
Statue: Education Amendments of 1976 Title III-D

Improves the delivery and quality of guidance and counseling services to children and youth through training of teachers and counselors.

3. NATIONAL INSTITUTE OF EDUCATION

The mission of NIE is to assist the nation's systems of education in providing equal education of high quality for all persons, and its method is to support research, development, and dissemination of knowledge. To achieve this mission, the Institute assists all those within the educational community who are seeking to improve the practice of education. The assistance it provides is knowledge from all relevant sources throughout the nation. Congress has established five major aspects of this dual mission as deserving special attention: basic educational skills; finance, productivity and management in educational institutions; opportunities for students of limited English-speaking ability, women, and students who are socially, or educationally disadvantaged; education and careers; and improved dissemination of educational research and development. NIE has identified three main areas where research and development can lead to improved educational practices and increased educational opportunity.

Statute: Section 405 of the General Education Provisions Act, 20 U.S. CODE 122(ie), (PL 92-318), as amended by PL 93-380 and PL 94-482

Appropriation: $90,000,000 - FY 1978
$92,500,000 - FY 1979

a. Educational Policy and Organization. This program deals with how increased knowledge can be helpful in choosing educational policies at the local, State and Federal levels--that is, helpful in choosing effective organizational educational finance.

b. Teaching and Learning. This program sponsors research that can be helpful in establishing the nature of the learning process and how it varies among differing groups and individuals; in establishing the ways in which effective teaching occurs; in the home, the community and at work; and in improving the ability to test and assess the teaching and learning process.

c. Dissemination and the Improvement of Practice. This program is concerned with the ways in which the educational system and the individual educator acquire and apply knowledge to improve the practice of education. Additionally, this area develops and supports systems for disseminating educational knowledge at the national, regional and local level.

C. HEALTH CARE FINANCING ADMINISTRATION

IYC REPRESENTATIVE:
Helen Martz, Medical Care Planning Specialist
Office of Child Health M.M.B.

1. MEDICAID

Assists States in paying for medical care for children and youth receiving Federally-aided public assistance or Supplementary Security Income. Episodic outpatient care, impatient hospital care, and dental care as defined in the State plan are among the services covered.

Statute: Social Security Act - Title XIX
Appropriation: Open-ended

2. EARLY AND PERIODIC SCREENING, DIAGNOSIS, AND TREATMENT (EPSDT)

EPSDT is a mandated service under Medicaid, but essentially different in approach by emphasizing prevention and early detection of problems rather than only remediation. It offers a systematic approach to health care which requires States to take an active role in managing or administering the delivery of its five critical components outreach, health assessment, corrective services (diagnosis and treatment), case management, and health support services. Medical care costs incurred under EPSDT are paid for through Medicaid on a Federal-State matching basis. EPSDT, with an eligible population of roughly 12 million, is the largest health care program for children in the country.

HEW/HCFA and OHDS

Statue: Social security Act - title XIX as amended in 1967; 1905(a) (4) (B)
Appropriation: Open-ended (Medicaid)

Recent Legislative Changes: None, however, proposed legislation now under consideration by Congress - Child Health Assessment Program (CHAP)

D. OFFICE OF HUMAN DEVELOPMENT SERVICES (OHDS)

IYC REPRESENTATIVE:
Jim Parham, Deputy Assistant Secretary,
Office of Human Developmetn services, HEW

The Office of Human Development Services (HDS) administers human services programs for such groups as the elderly, children, youth, and families, Native Americans, handicapped persons and persons receiving public assistance.

While programs and services of the Administration for Children, Youth and Families deal exclusively with children, many of the other programs also relate to children.

This report presents in outline form the major programs from the five administrations which make up HDS:

1. Administration on Aging 45

2. Administration for Children, Youth and Families 46

3. Administration for Native Americans 50

4. Administration for Public Services 50

5. Rehabilitation Services Administration 51

6. Office of Planning, Research and Evaluation International Activities 53

1. AGING - (Administration on Aging - AOA)

The Administration on Aging (AOA) is the principal agency designated to carry out the provisions of the Older Americans Act of 1965, as amended. The agency develops policies, plans, and programs designed to promote the welfare of older people.

While the major emphasis of AOA programs is on the elderly, some of the programs involve children.

HEW/OHDS/AOA

Statue: Older Americans Act - PL 95-478

Appropriation: $508,750,000 - FY '78

Recent Legislative Modifications: A number of community programs have been combined, grants have been authorized for certain Indian Tribal Councils, and a new mandate for demonstration projects for the homebound elderly, blind and disabled have been added.

The major program areas relating to children include:

a. State and Community Programs

Allocation to States and Communities for planning and services for older persons. Services include transportation, outreach, home health aids, in-home services, chore maintenance, legal services, senior centers and nutrition programs. Children and young people sometimes act as volunteers, and older persons work as volunteers with children.

b. Demonstration Projects

A number of demonstration projects have been set up across the nation. One project which includes children is the Comprehensive Services in the Home (National Council of Homemakers, Home Health Aid Services). This project is focused broadly on all people, including children, but has an emphasis on older people.

A provision in the 1978 amendments to the Older Americans Act permits demonstration projects in 10 States designed to coordinate social services for the homebound elderly with those for blind and disabled individuals including children.

c. Research and Development

A broad range of research on the needs and conditions of older people is funded by AoA. One area of future research that is planned is to develop an understanding of patterns of criminal behavior among children toward older people.

2. CHILDREN, YOUTH AND FAMILIES - (Administration for Children, Youth and Families - ACYF)

The Administration for Children, Youth and Families (ACYF) seeks to expand and improve the range of human services which promote sound development of children and youth and are supportive of families. It

supports and encourages services which prevent or remedy the effects of abuse or neglect of children and youth and investigates and reports on methods and approaches for improving and enriching the lives of children and youth and for strengthening American families.

a. Office of Developmental Services

i. Day Care

The Day Care Division develops policies, strategies, standards, manuals, and guidance material for the conduct of experiments, demonstrations, and operational programs in the field of day care. It identifies the need for applied research and demonstration projects and designs and monitors nationwide studies. It also serves as the advocate for quality day care and develops standards and regulations, model legislation and legislative proposals. The division coordinates interagency activities relating to day care policy and identifies training and technical assistance needs and designs programs for States and local communities.

Statue: Title IV-B, Section 426, Social Security Act

Appropriation: ($2,729,000 included in C. Research Program) (Note: funding for day care services to States and local communities is provided through the Administration for Public Services under Title XX of the Social Security Act)

ii. Head Start

The Head Start program provides project grants and contracts to public or nonprofit agencies to provide educational, nutritional, health and social services to preschool children of the poor. The program also provides advisory services and counseling, and disseminates technical information to states and other public and private organizations related to children's services to coordinate and develop programs for children, youth and their families. Head Start programs emphasize cognitive and intellectual development, physical and mental health and parent involvement to enable each child to develop and function at his or her highest potential. Number of children served: 391,000

Statute: Title V, Part A, Head Start Economic Opportunity and Community Partnership Act of 1974, as amended (42 USC 291 et sec.)

Appropriation: $625,000,000 - FY '78

Recent Legislative Modifications: $150 million in expansion funds appropriated in 1978 to increase national enrollment by an additional 67,500 children.

D. Office of Services for Children and Youth

i. Children's Bureau

The Children's Bureau develops policies and procedures for developing child welfare services State Grant program plans as well as develops and interprets regulation, guidelines, instructions, and State allotments. It funds surveys of children in the child welfare system and the services they receive, a national exchange for sharing information about innovative child welfare projects, provides technical assistance to child welfare workers, develops model adoption legislation and a model program for the adoptive placement of handicapped children. It develops education for parenthood material to improve the competence of adolescent boys and girls as prospective parents and develops strategies to provide services to meet the needs of Indian children and the children of migrants.

o Child Welfare Services - State Grants

This program provides formula grants to the States and U.S. Territories to establish, extend and strengthen services provided by State and Local Public Welfare programs for development of preventive or protective services for children. The emphasis is to provide services which will enable children to remain in their homes under the care of their parents or, where that is not possible, to provide alternative permanent homes for them. Child welfare services are available to children and their families on the basis of need without regard to income.

Statute: Title IV-B, social Security Act (42USC 620)

Appropriation: $56,500,000 - FY '78

o Child Welfare Services - Training Program

This program provides discretionary grants to public or other non-profit institutions of higher learning for training personnel for work in the field of child welfare. The program focuses on improving the quality of staff, services and teaching methods and materials in the area of child and

family welfare by providing: (1) short term training grants for seminars for training personnel currently employed in the delivery of child and family services in order to upgrand their skills and knowledge; (2) teaching grants to faculty; and (3) traineeships to students in schools of social work.

Statute: Title IV-B, SEction 426 (a) (1) (c), Social Security Act (42 USC 626 (a) (1) (c).

Appropriation: $8,150,000 - FY "78

o Child Abuse and Neglect

This program is designed to help improve and increase national, State, community and family activities toward the prevention, identification, and treatment of child abuse and neglect through research, demonstration and evaluation, information dissemination, technical assistance, training, and State grants.

Statue: Child Abuse Prevention and Treatment Act of 1974 (PL 93-247), as amended.

Appropriation: $18,928,000 - FY '78

ii. Youth Development Bureau

The Youth Development Bureau plans, develops, and implements an integrated program of research, demonstration, and evaluation to investigate and assess a broad range of programs delivering services to youth.

o Runaway Youth Program

This program provides grants to local government and other non-profit agencies for the development of local facilities to deal with the immediate needs of runaway and other homeless youth, and provides technical assistance and training to the staff of these facilities.

Statute: Title III, Juvenile Justice and Delinquency Prevention Act of 1974, as amended; Part A, Sec. 311, Runaway Youth Act.

Appropriation: $11,000,000 - FY '78

iii. Research, Demonstration and Evaluation Program

Coordinates planning for child welfare services and funds major research and demonstration efforts in selected areas of national concern to improve services for children and youth and their families. Collects, analyses and interprets research findings on child and family studies and identifies promising models for service programs. serves as clearinghouse for information related to research, demonstration, and findings in the area of child development and the family.

Statute: Title IV-B, Section 426, Social Security Act (42 USC 626)

Appropriation: $15,700,000 - FY '78

3. NATIVE AMERICANS - (Administration for Native Americans -ANA-)

ANA provides financial assistance to American Indians, Hawaiian Natives and Alaskan Natives in order to promote their economic and social self-sufficiency. Financial support has been directed primarily toward creating an administrative structure at the tribal or local community level which, in turn, serves to obtain and manage a broad range of programs to meet the various configurations of needs among the constituent populations. With ANA funds, grantees administer and/or directly provide to community residents social services which would otherwise not be available. Some examples of programs administered, supplemented or directly carried out with ANA grant funds include housing, health, nutrition, manpower, outreach, services for senior citizens, alcoholism, day care, and Head Start.

Statute: Title VIII of PL 95-568, Head Start, Economic Opportunity, and Community Partnership Act.

Appropriation: $33,000,000 - FY '78

4. ADMINISTRATION FOR PUBLIC SERVICES - (APS)

a. Title XX Social Services Program

This Federal-State grant-in-aid program provides and coordinates in-home and community-based services directed toward achieving self support and self care, protecting children and vulnerable adults, helping families stay together, reducing inappropriate institutionalization, and arranging for institutional care and services when necessary. The program can serve AFDC and SSI recipients, others with incomes that meet

Federal and State limits, and at State option anyone (without regard to income) who needs information-referral services, protective services, and/or family planning services.

Programs vary widely from State to State, with eligibility, services, and emphasis dependent primarily on decisions made within the State during a planning process open to public participation. Adoption, day care, homemaker, health-related, transportation, and foster care are among the services offered by all or most States. Federal share is 75 percent of program costs (90 percent for family planning services) up to a state's population-based share of an annual $2.5 billion.

Over 50 percent of the funds go to programs for children and families.

Statute: Title XX Social Security Act (42 USC 1397 et seq.)

Appropriations: $2,582,604,000 - FY '78

Recent Legislative Modifications: Title XX became law in 1975 with a $2.5 billion ceiling. An additional $200 million was made available for FY '78 which may be used by States for day care funding with a 100 percent Federal match. For FY'79 an additional $200 million was included, raising the ceiling to $2.9 billion.

b. Work Incentive Program (WIN)

The Work Incentive (WIN) program is jointly administered by the Department of Labor and HEW. The program is designed to provide the services and opportunities necessary to assist recipients of Aid to Families with Dependent Children (AFDC) to shift from welfare dependency to self-support through stable employment. The services provided include: Employment Services such as registration, appraisal, orientation, counseling, labor market information, job training, remedial education, and job development; and Social Services such as child day care, family planning, counseling, employment-related health and medical services and vocational rehabilitation.

Statute: Title IV-A, Section 402(a) (19) (G), Social Services

5. REHABILITATION SERVICES ADMINSTRATION - (RSA)

a. Vocational Rehabilitation Programs

The Rehabilitation Services Administration (RSA) provides leadership in a State-Federal program of rehabilitating

disabled people into competitive employment (this can include professions, homemaking, farm or family work, sheltered employment, homebound employment, or other gainful work).

While the program is oriented to persons of working age, vocational rehabilitation agencies work closely with school systems in preparing handicapped students for employment, ensuring a continuum of services to handicapped youth as they enter the labor market. In FT 1977, about 14 percent of the people rehabilitated were under 18 years of age at the time of referral.

Rehabilitation agencies serve people with all types of physical or emotional disabilities. Services can include evaluation, counseling, physical restoration, training, maintenance and transportation, interpreters for deaf persons and readers for blind persons, equipment and licenses, services of rehabilitation facilities, and job placement and follow-up services.

Statute: Rehabilitation, Compehensive Services, and Developmental Disabilities Amendments of 1978 (PL 95-602)

Appropriations: $840,000,000 - FY '78

b. Bureau of Developmental Disabilities

This Bureau works through State developmental disabilities councils and agencies to improve services and provide for a system for protecting individual rights of persons with developmental disabilities. People of all ages are served, including children. A developmental disability is defined as a severe, chronic disability attributable to mental or physical impariment which is manifested before age 22 and results in substantial functional limitations.

Statute: Rehabilitation, Comprehensive Services, and Developmental Disabilities Amendments of 1978 (PL 95-602)

Appropriations: $59,125,000 - FY '78

c. Office of Information and Resources

The Office of Information and Resources encourages coordinated planning designed to increase the effectiveness of services to handicapped people by all programs. One of the major aspects of the program is an information clearinghouse, which enhances the flow of information about handicapped conditions and related services. The Clearinghouse responds to inquiries from handicapped personse and serves as a resource to organizations which supply information to handicapped persons.

Statute: Rehabilitation, Comprehensive Services, and Developmental Disabilities Amendments of 1978 (PL 95-602)

Appropriations: $685,842 - FY '78

d. The President's Committee on Mental Retardation

This program is designed to (1) reduce the occurrence of mental retardation, (2) enable retarded persons in public institutions to return to the community, and (3) provide assurance of full legal and human rights for retarded persons.

Statute: Executive Orders 11280 (May 1966) and 11948 (december 1976)

Appropriations: $714,488 - FY '78

e. Architectural and Transportation Barriers Compliance Board

The ATBCB is the major Federal agency set up by Congress to enforce the law requiring access by physically handicapped adults and children to any buildings, facilities, or transportation which involve Federal funds.

Statute: Architectural Barriers Act of 1968 and PL 95-602

Appropriations: $1,000,000 - FY '78

6. INTERNATIONAL PROGRAM - (Office of Planning, Research and Evaluation - OPRE)

This program coordinates and monitors international activities which strengthen domestic programs of OHDS, including programs for children, youth and families. It develops policy positions for international organizations, provides training services for international visitors, develops and manages research and comparative studies and interchanges information.

The Office also develops and coordinates major planning, evaluation, research and systems development activities for the Office of Human Development services. This includes research and evaluation projects which cut across program lines such as demonstration projects that are providing coordinated transportation services for children, handicapped people and the elderly.
One specific project involving children is the Infact Care for Young Single Parents. This project is investigating how programs such as the Work Incentive Program and the Comprehensive Employment and Training Program assist young single parents to obtain jobs, and the kind of care provided to the children of such parents.

HEW/OHDS/OPRE

Statute: Section 1110, Social Security Act
PL 480, Special Foreign Currency Program

Appropriations: These are multi-agency projects and the funds are appropriated agency research funds.

E. PUBLIC HEALTH SERVICE (PHS)

IYC REPRESENTATIVE:
Dr. Charles Lowe, Director, Office of Child Health Affairs

The Public Health Service is responsible for the Health component of the Department of Health, Education and Welfare. It is made up of a number of agencies. This section contains reports from the following Public Health service agencies which have programs especially designed for children:

1. Alcohol, Drug Abuse, and Mental Health Administration (ADAMHA)..... 55
   a. National Institute of Alcohol Abuse and Alcoholism (NIAAA)..... 55
   b. National Institute of Drug Abuse (NIDA)..... 55
   c. National Institute of Mental Health (NIMH)..... 56
2. Center for Disease Control (CDC)..... 59
3. Food and Drug Administration (FDA)..... 61
4. Health Resources Administration (HRA)..... 65
5. Health Services Administration (HSA)..... 66
6. National Center for Health Statistics (NCHS)..... 69
7. National Institutes of Health (NIH)..... 70
   a. National Heart, Lung and Blood Institute..... 70
   b. National Institute of Child Health and Human Development (NICHD)..... 71
   c. National Institute of Environmental Health Sciences... 71
   d. National Institute of Arthritis, Metabolism, and Digestive Diseases..... 71
   e. National Institute of Allergy and Infections Diseases..... 72
   f. National Institute of General Medical Sciences..... 72
   g. National Eye Institute..... 72
   h. National Institute of Neurological and Communicative Disorders and Stroke..... 73
   i. National Institute of Dental Research..... 73

HEW/PHS/ADAMHA

1. ALCOHOL, DRUG ABUSE AND MENTAL HEALTH ADMINISTRATION (ADAMHA)

a. National Institute on Alcohol Abuse and Alcoholism - (NIAAA)

i. Community Assistance, Youth Education Program

The goal of the Youth Education Branch is to reduce the destructive use of alcohol among the Nation's youth through the development, implementation, and evaluation of comprehensive alcohol abuse and alcoholism prevention strategies. The program attempts to create healthy attitudes, increase knowledge, and promote a positive behavior related to alcohol consumption.

In pursuing this goal, the Youth Education Branch has initiated three major efforts during the past 3 years: (1) the development of audiovisual and print materials for use both within and outside of the formal education system, (2) the support of a limited number of demonstration projects to test a number of different prevention strategies, and (3) an outreach effort to involve new elements of the Nation's citizenry, such as colleges and universities and voluntary organizations, in the development and testing of prevention strategies utilizing their own resources.

Statute: Public Law 91-616 As amended (42 U.S.C. 4577)

ii. Extramural Research Program

The newly formed Division of Extramural Research reflects NIAAA's increased commitment in the research area. It will continue to support basic and applied research into the causes and treatment of alcoholism, particularly in the areas of clinical research, prevention and education, behavioral and psychological studies, and the physiological effects of alcohol.

Statute: Section 501, P.L. 91-616 As Amended (42 U.S.C. 4585)

b. National Institute on Drug Abuse - (NIDA)

i. Title IV - Other Federal Programs

Authorizes sums of money to be alloted to the State by NIDA for planning, establishing, conducting, evaluating and coordinating projects for effective drug abuse prevention functions in the State. State plans are required to identify the need for prevention and treatment of drug abuse and drug dependence by individuals under the age of 18 and provide assurance that prevention and treatment programs will be designed to meet health needs.

Statute: Drug Abuse Office and Treatment Act, Title IV Section 409 - Formula Grants

Appropriation: Not specific to youth - discretion of the State

Recent Legislative Modifications: P.L. 94-371, Title V, Section 10(a) (1) amends section 409(e) (5) of the Drug Abuse Office and treatment Act of 1972

ii. Title IV - Other Federal Programs

Brief Description of Program: Authorizes NIDA to fund and regulate youth intervention programs. Some projects are strictly research while others are demonstration treatment and prevention programs.

Statute: Drug Abuse Office and Treatment Act, Title IV, Section 410 - Special Project Grants and Contracts

Appropriation: Not specific to youth

c. National Institute of Mental Health

i. Division of Mental Health Services Program.

As the resources for child mental services are somehow limited, the main goal of the division of Mental Health Services Program is to look for appropriate level of efforts for children and to seek more ways to maximize available resources on behalf of this effort.

In the area of research and development attention is being directed to the related issues of prevention early identification and early intervention. Attention is also focused on abuse and neglect not only as it is related to children but to adolescents as well. Other issues that the Division addresses are the ones particularly concerned with minority children deinstitutionalization, patient rights and entitlement. Financing is another issue of continuing concern for many years in the Division.

Statute: Public Health Service act, Section 303 (A)(1)(2); P.L. 78-410; 42 U.S.C. 242(a).
Title V, P.L. 91-1, 1956 amendment to PHS Act.
Social Security Act, P.L. 92-603, Section 299B.
Social Security Act, Title XIX.

Appropriations: $57,915, FY '78

ii. Division of Intramural Research Programs.

The Intramural Research Program of NIMH can well be divided into two phases.

(A) Laboratory of Development Psychology; and
(B) Biological Psychiatry Branch.

(A) Laboratory of Develop Psychology conducts research on normal and pathological child development and behavior over the entire range of childhood. The three major areas of ongoing research are:

- o The emotional-social development of children;
- o Child psychopatholgy; and
- o The interfaces between organic conditions and child behavior.

The ongoing research of the laboratory is carried on in the research facilities of the NIH campus, as well as in the field.
(B) The Biological Psyhiatric Branch accumulates evidence concerning the genetic aspects of affective illness (in adults) in response to the critical need to learn to identify children who may be vulnerable to affective illness. It also conducts out patient studies of children of parents who have been hospitalized at NIMH for major affective disorders.

Statute: Public Health Service Act.

Appropriation: - $2,459, FY '77

iii. Division of Extramural Research Programs.

The Division of Extrmural Research Programs supported during fiscal year 1977 202 grants with child mental health as the primary emphasis. Of the Division's primary child projects, 57 percent focused on basic biological, psychological and social child development processes and behaviors. The remainder were largely devoted to the dysfunctional child (child psychoses and autism, neuroses and severe behavioral disorders, sociopathy, and general social and behaviorsl problems).

During 1977 one of the Division's major initiatives was to establish a new program for Clinical Research Centers. Major emphasis is on the mental health problems of childhood and adolescence.

Statute: Public Health Service Act, Sections 301, (d) 302, 303, P.L. 78-410; 42 U.S.C. 241, 242a.

Appropriation: $13,386 - FY '77

iv. Division of Biometry and Epidemiology.

The Division of Biometry and Epidemiology monitors the pattern of use of psychiatric services by children and adolescents and develops, conducts and supports biometric and epidemiologic studies involving the mental health of children and adolescents.

Statute: Appropriation Act for HEW, P.L. 93-517, Title II

v. Division of Manpower and Training

The Division of Manpower and Training supports two main extramural training programs: (1) clinical services training programs that account for about 80 percent of the Division funds; and (2) the research training program that account for the other 20 percent of the Division funds. NIMH clinical service manpower and training programs including those for service to children, are in transition from traditional long-term discipline - oriented programs, to experimental, shorter-term service oriented programs.

There are three new NIHM manpower initiatives. Two of these initiatives are in mental health education where programs have been refocused to emphasize the preparation of mental health professional and paraprofessional personnel for practice in targeted areas of service need; (1) for underserved geographic areas, and (2) for underserved population such as children. The third initiative consists of funding states to establish their own manpower research and development programs.

The long-standing Institute priority of child mental health cuts across all three of the new initiative.

Statute: Sections 303 and 472 of the Public Health Service Act as amended, 42 U.S.C. 242a, 2891-1

Appropriation: $20,117 - FY '78

vi. Division of Special Mental Health Programs.

The Division of Special Mental Health Programs is made up of a number of units each dealing with different social problems of major concern:

The Center for Minority Group Mental Health Program funds research projects investigating the life style and coping patterns of different kinds of minority families. The Center also supports research on child rearing practices and development of minority children.

The National Center for the Prevention and Control of Rape has a major program focus on child sexual assault.

The Center for Studies of Child and Family Mental Health is funding three pilot programs to develop innovative services for abused and neglected adolescents. Also, several Center funded monographs are being prepared for publication. The Subjects range include learning - disabled children, parent-infant interactions, stepparenting, and parent infant enrichment programs.

The Center for the Study of Metropolitan Problems is funding research on the effects of women's employment on children and family life. They are also studying the effects of residential density on the well-being of low-income children.

The Center for Studies of Crime and Delinquency funds research projects involving children and youth such as a study of the interactions between mothers and their premature or full-term infants which seeks to establish some of the antecedents of child abuse, a study of the relationship between sex roles of adolescents and their pattern of involvement in delinquency.

Statute: Public Health Act, Section 301 and 303.

2. CENTER FOR DISEASE CONTROL

a. Immunization Program

Under this program grants and federal personnel are provided to states and cities for immunization of children against diphtheria, whooping cough, tetanus, measles, mumps, rubella, and poliomyelitis.

Statute: Section 317, Public Health Service Act (42 U.S.C. 247b)

Appropriation: $23.0 million - FY '78

b. Childhood Lead-Based Paint Poisoning Prevention Program

Under this program grants and federal assistance are provided to states and cities for programs to screen children at risk

of lead poisoning. Usually, local resources are used for medical follow up and hazard abatement where children are found to have a problem.

Statue: Sections 101, 504, & 505(b), Lead-Based Paint Poisoning Prevention Act (42 U.S., 4801, 4844, 4845)

Appropriation: $10.25 million - FY '78

c. Epidemiology

This program area deals with the causes and effects of disease in communities and methods for controling the spread of these diseases. Among the activities of special interest to children are:

i. Diabetes contol;
ii. Birth defects monitoring;
iii. Family planning; and
iv. Hospital infections control.

A staff of specially trained physicians is available for investigation and control of any communicable disease out break including measels, polio, rubella, and whooping cough.

Statute: PHS Act, Sects. 301, 311, 361, 307, 310, 322e, 325, 327, 328, 352, and 361-369

Appropriation: $56 million - FY'78

d. Health Education

The Health Education Bureau funds special projects for the promotion of health and the prevention of disease through education. Many of these projects are school based, or are directed to children in other settings.

Statute: PHS Act Sects. 17.02, 17.03, 17.04, 17.05b, 301, and 311.
Appropriation: $4.58 million - FY '78

e. Veneral Disease

This Bureau funds state and local Health Departments' programs for the treatment and control of sexually transmitted diseases including syphilis, and gonorrhea.

Statute: PHS Act. Sect. 318
Appropriation: $32 million - FY '78

f. Rodent control

This program teaches residents of inner city neighborhoods how to eliminate rats and diseases carried by rats.

Statute: PHS Act Sect. 317
Appropriation: $13 million - FY'78

g. Dental Disease Prevention Activity

One of the present focuses of CDC is floridation and the prevention of cavities.

3. FOOD AND DRUG ADMINISTRATION (FDA)

FDA has long been committed to the goal of promoting the health of children through rational drug theraphy, by ensuring that drugs with therapeutic potential for the diagnosis, treatment or prevention of disease in the pediatric age group are adequately tested for safety and effectiveness and properly labeled for that use.

a. Bureau of Drugs.

Approximately 75% of prescription drugs today carry a labeling proscription against their use in children or are silent with regard to such use because they have been inadequately studied to establish accurate dosage and appropriate indications for such use. This has resulted in the "therapeutic orphan" dilemma--that is, many sick children in need of treatment and for whom there are no approved drugs. Physicians responsible for their treatment are faced with the problem of estimating fractional adult dosage, thereby risking toxicity from overdosage or subtherapeutic response from inadequate dose. A number of serve adverse reactions, including death, have resulted on occasion due to failure to take into account the immature metabolic and excretory mechanisms in young subjects. However, unresolved ethical issues regarding research in children have discouraged drug manufacturers from performing the necessary drug studies to define accurate dose and proper use of drugs in pediatric age groups.

While solutions to the specific ethical issues were sought by the Secretary through the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, FDA has instituted a number of actions to ensure a regulatory climate sensitive to the unique needs of infants and children in the drug area, and designed ultimately to ameliorate the sortage of drugs labeled for pediatric use. The following statements reflect the progress to date as well as future actions planned:

- A comprehensive general guideline and three guidelines for testing specific classes of drugs in children have been published (Systemic Anti-infective Drugs, Anticonvulsants, and Anti-inflammatory Drugs). Additional guidelines for pediatric testing which will be published in 1978-79 include pyschoactive drugs, topical anti-infectives, anti-cancer drugs and lipied-lowering drugs.

- FDA is now developing a regulation to require pediatric testing as a necessary condition for gaining marketing approval of any new drug which offers therapeutic advantage over currently available drugs for treating children. This will provide the necessary data to permit labeling the drugs to ensure their safe and effective use in children, and therefore assure themthe same protection provided to adults regarding the safety of marketed drugs.

  The proposal specifies the criteria to be used in selecting or rejecting the drugs that will require such testing, and for determining whether the pediatric studies should be completed in the premarketing or postmarketing period. This will assure that adult patients will not be denied the benefits of useful new drugs because of prolonged time that may be required to accumulate adequate data in children. We anticipate that the proposal will be published for comment in 1978, and implemented in final form in 1979.

  With respect to "orphaned" marketed drugs, it is anticipated that the regulations will require manufacturers to provide, upon request, published (and unpublished) data concerning reported use of the drug in children, and a basis for revising the labeling to include information pediatric dosage and indications.

  FDA has also solicited assistance from professional groups in collating and analyzing published data as a basis for "de-orphaning" marketed drugs. A prototype Petition for 99^{m} Tc Pertechnetate was recently completed and sumbitted to FDA by cooperative efforts of a Pediatric Subcommittee of the Radiopharmaceutical Drugs Advisory Committee and the Pediatric Nuclear Medicine Club.

- FDA is developing new labeling regulations for publication in 1978 which will require under the Pregnancy Section the presentation of all pertinent information from use in pregnant animals and humans, using a special

format to enable physicinas to select the safest drug with drug within a drug class for treating their pregnant patients, based upon available information. Additionally, information will be required regarding use of the drug in nursing mothers.

- o The Agency is developing a regulation to require a Warning statement regarding the fetal alcohol syndrome, applicable to drug products containing significant amounts of alcohol.

- o The following activities have been completed or are in progress by the Pediatric Subcommittee:

  -Guidelines for Evaluation of Phychoactive Drugs in Infants and Children have been completed, approved and are in the process of publication (1978).

  -Recommendations for Uniform Labeling of Stimulant Drugs for use in the treatment of hyperkinesis/MBD have been forwarded to the Bureau of Drugs and are awaiting final approval and publication (1978).

  -A guideline for retrospective long term study of stimulant drugs has been submitted to the Bureau of Drugs (1978) and a prospective guideline is in the process of being completed by the subcommittee. It is estimated that the prospective long-term guideline will be completed and available by November-December 1978.

  -Recommendations for studies on the use of phenothiazines in children were forwarded to the National Institute of Child Health and Human Development (1977).

b. Bureau of Medical Devices

The Medical Device Amendments were enacted on May 28, 1976. The Bureau of Medical Devices (BMD), Food and Drug Administration, has the responbility and the authority to ensure that the medical devices are safe and effective prior to as well as during marketing.

The Division of Obstetrics-Gynecology and Radiologic Devices of the BMD has the responsibility to ensure that the medical devices, which either are or will be commercially avaiable to the obstetrician, are safe and effective in the purposes for which they are indicated. Some of the more important aspects of this responsibility include (1) classifying the degree of regulation to which any obstetric device will be subjected, based upon the currently available information, (2) reviewing new medical devices before they are approved

for commercial marketing, and (3) in general, assuring that devices which are brought to the market are proven safe and effective. In this way, the FDA believes that it can best protect the pregnant woman and her fetus from unproven or unreliable medical devices.

The Division of Gastor-Urology and General Use Devices of the BMD established a special advisory subcommittee to make recommendations for all pediatric medical devices. Infants have special considerations becasue of their size and stage of development. The subcommittee set up a task force has recommended that infant radiant warmers and new born breathing monitors be further researched on their safety and effectiveness. Injury which might not be detected until much later may be avoided becasue of the work of this Agency in cooperation with advisory panels, the medical community, and device manufacturers.

c. Bureau of Radiological Health

Because of the unique susceptibility of the fetus to environmental influences, study of effects from intrauterine ultrasound exposure is needed. To investigate for subtle and delayed effects from obstetric ultrasound requires careful follow-up of a large population of children exposed in utero for a period of approximately 5 to 8 years or longer. A study of children previously exposed to ultrasound could provide relatively early results and save considerable expense.

The Bureau of Radiological Health is currently conducting an epidemiologic investigation under contract with the University of Colorado, the first phase of which is to test the feasibility of using a previously exposed population to study possible adverse effects of ultrasound on the fetus. It is proposed to extend and expand this feasibility study to an epidemiologic follow-up of children exposed in utero during the years 1969-1972.

d. Bureau of Foods

The Bureau established standards for the manufacturers of food products. The agency monitors the quality, purity and nutritional content of food, specified in the standards. This includes vitamens and minerals and a requirement that products be accurately labled with their full ingredients listed. There is also a special dietary section which ensures that foods, such as infant formulas, maintain a quality and nutritional content adequate to support normal growth and that they are accurately labeled to allow proper usage.

The Bureau also supports research activities in such areas as the body's nutritional requirement for vitamens, minerals and other nutriants. The safety of food additives, the effects of food additives on the syndrom of minimal brain dip function in children and the nutritional quality of proteins from different types of food are examples of some of this research.

e. Bureau of Biologics

The Bureau of Biologics regulates the qualities of vaccines, immunizing agents, blood and other blood products such as gamma globulin. The Bureau also monitors the reasearch to establish the safety and effectiveness of these biologics.

4. HEALTH RESOURCES ADMINISTRATION (HRA)

The Health Resources Administration has no legislation which focuses directly on children. However, almost all of its program can, or do, affect the lives and health of children. HRA is responsible for the federal programs to develop health manpower and health facilities, and to plan the distribution of health services. The administration has an International program that gives aid, upon request, to other nations mainly in developing their own manpower and primary health care delivery systems.

Listed below are the major program areas sponsored by HRA that affect children in the United States:

a. Health Manpower Training - Programs in this area encourage the development of quality medical professionals including, pediatricians, nurse practioners etc.

b. Health Career Development - HRA provides information and materials to high schools and colleges on health careers.

c. Emergency Medical Services - The Administration has concentrated on training people to set up and run emergency medical services.

d. Health Planning - HRA is the focal point for the national health planning legislation. It guides the activities of health planning systems and agencies in every state and locality across the nation. These agencies make the decisions on what servies, including those provided by children's hospitals, rehabilation centers etc, can be expanded. They also identify areas where there are gaps in medical services.

e. Health Care Facilities - Is a general area that deals in hospital and medical facility development and compliance

with health and safety standards. A new and growing function in this area is the development and maintenance of emergency alternative energy sources for medical facilities.

5. HEALTH SERVICE ADMINISTRATION

a. Migrant Health Grant.

To raise the health status of migratory seasonal farm workers and their families through the provision of comprehensive health services and the improvement of the environment.

Statute: Public Health Service Act, Title III, Section 319

Appropriation: $34,5000,000 - FY'78

b. Community Health Centers.

To ensure access to family-oriented comprehensive high quality health care in a community-based setting through the provision of ambulatory health care projects in urban and rural medically underserved areas.

Statue: Public Health Service Act, Title V, Section 330

Appropriation: $262,000,000 - FY'78

c. Family Planning Projects.

To provide educational, comprehensive medical and social services necessary to enable individuals to freely determine the number and spacing of their children, to promote the health of mothers and children, and to help reduce maternal and infant mortality.

Statute: Public Health Service Act, Title X, Section 1001

Appropriation: $128,885,000 - FY'78

d. National Health Service Corps

To improve the delivery of health services in health manpower shortage areas and to reduce the number of such areas by the appropriate placement of health professionals and resources.

Statute: Public Health Service Act, Section 329

Appropriation: $42,565,000 - FY'78

e. Maternal and Child Health

To provide financial support of states to extend and improve services for reducing infant mortality and improvement of health services of mothers and children.

Statute: Title V, Section 503, Social Secuity Act, as amended

Appropriation: $235,000,000 - FY'78

f. Crippled Children's Services

To provide finanical support to states to extend and improve medical and related services to crippled children and children suffering from conditions that lead to crippling.

Statute: Title V, Section 504, Social Security Act, as amended

Appropriation: $97,500,000 - FY'78

g. Maternal and Child Health Training

To train personnel for health care and related services for mothers and children, particularly mentally retarded children and children with multiple handicaps.

Statute: Title V, Section 511, Social Secuity Act, as amended

Appropriation: $24,054,000 - FY'78

h. Comprehensive Hemophilia Diagnostic and Treatment Centers

To expand the nationwide availability of comprehensive outpatient diagnostic and treatment centers for persons with hemophilia, particularly in areas where there are the greatest number with severe or moderate cases of the condition.

Statute: Title XI, Section 1131 of the Public Health Service Act, P.L. 94-63

Appropriation: $3,000,000-FY 78

i. Sudden Infant Death Syndrome Information and Counseling Program Counseling Program

To collect, analyze and funish information relating to the causes of sudden infant death syndrome and provide information and counseling to families affected by the sudden infant death syndrome.

Statute: Public Health Service Act, as amended, Title XI, Section 1121, P.L. 93-270

Appropriation: $3,000,000 - FY 78

j. Genetic Diseases Testing and Counseling Programs

To establish and operate voluntary genertic diseases testing and counseling programs.

Statue: Public Health Service Act, Title XI, Section 1101, P.L. 94-278

Appropriation: $4,000,000 - FY'78

k. Supplemental Security Income

To provide for the delivery of medical, social, developmental, and rehabilitative services to those Supplemental Security Income disabled children who are under 7 years of age or who have never attended public school. Also, to provide for counseling, the development of individual service plans, referrals, and monitoring of the service plans for all Supplemental Secruity Income disabled children under 16 years of age referred to the agency.

Statute: Social Security Act, Section 1615

Appropriation: $30,000,000 - FY'78

l. Appalachian Health Demonstration Program

Grants are authorized for health planning, facility construction, and program operation to demonstrate the value of health services and facilities to the economic development of the Appalachian Region.

Statue: Appalachian Regional Development Act, P.L. 89-04

Appropriation: $30,000,000 - estimated since there is an appropriation for this and other Appalachian Programs

Recent Legislative Modifications: P.L. 94-188 extends and modifies the program

m. Demonstration Health and Nutrition Program

Same as above, but grants are available in the eight regions of the country with Regional Action Planning Commissions (Applachia excluded).

Statute: Public Works and Economic Development Act

Appropriation: $2,000,000 - estimated to be used for health of a total appropriation of $63,000,000

Recent Legislative Modifications: P.L. 94-188 authorizes the health and nutrition program.

n. Rural Health Initiative (RHI) Effort

The RHI is an administrative effort to develop primary care systems in rural communities of greatest need. Organizations supports by the RHI (299 grantees as of 6/1/78) make available a full range of primary care services to all residents of these rural communities.

Statue: Public Health Service Act, Title III, Section 319
Public Health Service Act, Title V, Section 330

Approriation: $31.4 million (estimate) of total $247.0 million fiscal year 1978 Section 300 appropriation; $1.2 million of total $34.5 million fiscal year 1978 Section 319 appropriation

o. Health Underserved Rural Areas (HURA) Program

The HURA Program is a reasearch and demonstration program created to identify and test effective methods of delivering health care to medically underserved areas. All grantees were supported as of 6/1/78. It approaches health care in rural area in two ways: first building on existing provider organizations including hospitals, private group practice, and community groups, that have a previous history that suggests administrative and financial stability; and secondly, by moving grantees to integrate primary care services into a complete system health care delivery available to all residents of underserved areas.

Statute: Senate Appropriations Committee Report No. 93-1164, September 11, 1974

Appropriation: $15.0 million - FY'78

6. NATIONAL CENTER FOR HEALTH STATISTICS

The National Center for Health Statistics is the only Federal agency established specifically to collect and disseminate data on health in the United States. The Center designs and maintains national data collection systems, conducts research in statistical and survey methodology, and cooperates with other agencies in the United States and foreign countries in activities to increase the availability and usefulness of health data.

HEW/PHS/NCHS and NIH

Through its surveys and inventories, the Center produces data on illness and disability and on the supply and use of health services. From the Center's vital statistics program come the Nation's official statistics on births, deaths, marriages, and divorces. These health statistical activities produce a wide range of data relating to fertility and family growth, perinatal survival, and maternal and child health. Data are available to the health community and to the public in forms of published reports, data tapes, and special tabulations prepared in answer to specific requests. The only restrictions placed on the release of data are those which relate to confidentiality.

The Center plays a major role in the development of the Nation's health statistics policy and programs. In the Cooperative Health Statistics Systems, the Center is building a coalition of Federal, state, and local agencies, working to provide data in sufficent geographic detail to service state and local data needs. Simultaneousely, this activity will expand the scope of national health data.

Since its organization in 1960, research has been an important aspect of the work of the Center. Inherent in each survey or statistical activity is extensive research and evaluation on methodologies and techniques in data collection, processing, analysis, and use. Training for statistical personnel in this and other countries is another major area of activity.

Through the conduct of its statistical surveys and programs, training, research, and technical assistance, the National Center for Health Statistics provides national and international leadership in health statistics.

7. NATIONAL INSTITUE OF HEALTH

a. National Heart, Lung and Blood Institute

i. Blood Diseases and Resources - Provides funds through contracts for studies pertaining to hemophilia, thromboembolic embolism in relation to prosthetic devices, and sickle cell disease and related disorders of the red blood cell.

ii. Lung Diseases - Provides funds through grant or contracts for the conduct of research, involving fundamental and/or clinical disciplines, that is relevant to problems of lung diseases.

Statute: Sec 411, 412, 413, 414, 415, 419B, PHS Act

Appropriation: Blood Diseases and Resources $54.8M - FY'77
Lung Disease $54.8M - FY'77

b. National Institute of Child Health and Human Development (NICHD)

Provides funds throught grants and contracts for reaserch on maternal and child health. This research focuses on such problems as the sudden infant death syndrome, mental retardation, birth defects and developmental disabilities. To view these problems from their origins, the Institute supports fundamental and clinical studies on fetal development, the birth process, and the well-being of infants and children. The Institute also has primary responsibility at NIH for population research. This work is designed to provide new knowledge about human reproduction and fertitility, to find ways to overcome infertility, to develop safe and effective means to regulate fertility, and to delineate the behavioral and social factors that influence family size and contraceptive use.

Statue: Sec. 441, 1004, PHS Act

Appropriations: $45.5 million - FY'77

c. National Institue of Environmental Health Sciencies

Provides funds through grants or contracts for the conduct of research that aims to provide an understanding of the etiologic factors and biolgical mechanisms involved in human diseases and disorders of environmental origin. In addition to the general contribution to biomedial and clinical knowledge, research supported by the Institute is intended to provide health criteria for the establishment of standards by those Federal agencies charged with regulatory responses.

Statue: Sec. 301, PHS Act

Appropriations: $49.1 million - FY'77

d. National Institue of Arthritis, Metabolism and Digestive Disease

Provides funds through grants or contracts for the conduct of research which will contribute to a better understanding of an array of diseases that are characterized by chronicity and long term disabling effects rather than by death, with a view to prevention or amelioration. Interests include various arthritic diseases and related rheumatic and connective tissue disorders; diabetes and other inherited errors of metabolism; diseases of the gastrointestinal tract, including diseases of the liver and gallbladder; endocrine disorders; diseases of the blood and bone; urological and kidney diseases. The Institute also conducts and supports research related to such fields as orthopedic surgery, dermatology, and nutrition and nutrition-related disorders.

Statue: Sec 431, 435, 436, 438, 439, 440, PHS Act

Appropriations: $209. million - FY'77

e. National Institute of Allergy and Infectious Diseases

Provides funds through grants or contracts for the conduct of research with will contribute to a better understanding of the causes of allergic, immunologic, and infectious diseases and to the development of better means of prevention, diagnosis and treatment of those illnesses.

Statue: Sec 431, PHS Act

Appropriations: $141.0 million FY'77

f. National Institute of General Medical Sciences

i. Pharmacology - Toxicology

This program ranges in scope from the synthesis of new drugs, to basic studies in the molecular and cellular mechanisms of action, to rigidly controlled clinical studies in man. Increasing emphasis is being placed on clinical, especially pediatric, pharmacology and on the development of new methodology and analytical techniques.

ii. Clinical and Physiological Sciences

This program supports coordinated basic and clinical investigations relating to traumas, burns, and anesthesiology. It is intended to foster a more rapid application in clinical practice of new basic research areas.

Statute: Sec 442, 1102, PHS Act

Appropriations (FY 1977): Pharmacology-Toxicology
$5.6 million - FY'77 Clinical Physiological Sciences
$7.9 million - FY'77

g. National Eye Institute

Provides funds through grants and contracts for research related to the prevention, etiology and pathogenesis, diagnosis and treatment of eye diseases and disorders of the visual system.

Statute: Sec. 451, PHS Act

Appropriations: $64.0 million - FY'77

h. National Institute of Neurological and Communicative Disorders and Stroke

Provides funds through grants or contracts for the conduct of research aimed at the improved diagnosis, treatment and prevention of disorders of the nervous system, including disorders of the young (cerebral palsy, epilepsy), of adulthood (head and spinal cord injury, multiple sclerosis, communicative disorders, brain-tumors), and of the aged (stroke, Parkinsonism, otosclerosis).

Statute: Sec. 431, PHS Act

Appropriations: $155.5 Million - FY'77

i. National Institue of Dental Research

Provides funds through grants or contracts for the conduct of research pertaining to the cause, prevention, and methods of diagnosis and treatments of dental and other oral diseases and conditions with a view to the development and application of more effective therapeutic and preventive measures.

Statute: Sec. 421, 422, 423, PHS Act

Appropriations: $55.6 million - FY'77

F. SOCIAL SECURITY ADMINISTRATION (SSA)

IYC Representative:
Ruth White, Social Insurance Speicalist Office of External Affairs

1. TITLE II - FEDERAL OLD-AGE, SURVIVORS, AND DISABILITY INSURANCE BENEFITS

The Nation's basic method of providing a continuing income when family earnings are reduced or stop because of retirement, disability, or death.

Statute: The Social Security Act (As Amended through 12/20/77)

Appropriation: Federal OASI Trust Fund, Sec. 201(a); Federal Disability Trust Fund, Sec. 201(b)

Recent Legislative Modifications:

Social Security Amendments of 1977, P.L. 95-216

I. Provisions relating to financing of the OASI insurance program.
II. Stablization of Replacement rates in the OASDI Program.
III. Changes in provisions relating to the OASDI program, i.e., coverage, benefit, amounts and eligibility, etc.

2. TITLE XVI, SUPPLEMENTAL SECURITY INCOME FOR THE AGED, BLIND AND DISABLED

Supplemental Security Income (SSI) is a Federal program that pays monthly checks to people in financial need who are 65 or older and to people in need at any age who are blind and disabled.

Statue: The Social Security Act

Appropriation: Federal General revenues and State Funds

Recent Legislative Modifications: Social Security Act and Amendments of 1977 Technical Administrative Amendments

3. TITLES I, IV-A, VI, X, XIV, XVI, AND XIX

Under the Social Security Act funds are available to all States, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands for strengthening and improving their programs of Aid to Families with Dependent Children.

Statute: Social Security Act (as amended through 12/20/77)

Appropriation: Federal General revenues plus State funds

Recent Legislative Modifications: Social Security Amendments of 1977. Only minor technical and administrative changes.

HOUSING AND URBAN DEVELOPMENT

Department of Housing and Urban Development (HUD)

AGENCY REPRESENTATIVE, ADDRESS AND TELEPHONE:

Susan Judd, Information Specialist HUD,
Housing and Urban Development
Room 9228, 451 - 7th Street, S.W.,
Washington, D.C. 20410
(202) 755-5770

This Department administers few programs which involve children directly. However, any of HUD's programs which impact on the adult population also impact on the children of those adults because children are part of the household. Following is a summary of some of the more specific areas of HUD programs which directly impact on children.

Policy Development and Research administers the Lead-Based Paint Poisoning Prevention Research Program which is developing methods by which lead-based paint hazards may be removed. In addition, that Office funded a competition for the design of a playground for both handicapped and non-handicapped children in New York City. A publication on the competition and the designs presented is being prepared including drawings of the design selected for the playground.

The HUD New Communities Development Corporation program provides adequate facilities and amenities for the residents of new communities including children, of course. In addition, the Corporation funded and published a study concerning educational growth and change.

The Office of Neighborhoods, Voluntary Associations and Consumer Protection of HUD has reported on a number of projects being worked on dealing with child care, children's recreation, community services, and lead-based paint removal. (Attached are descriptive sheets on all the above-referenced programs or projects.)

After several years of efforts, HUD will have a Child Care Center in operation on or about June 1, 1978. This Center will be for the children of HUD employees and other government employees in the neighborhood of HUD.

The details of many other HUD programs could also be included because, as HUD proceeds in its efforts to meet the housing needs of our citizens, our programs automatically impact on children and children are considered beneficiaries of the programs just as adults are. The following programs are the major ones which affect children:

1. NEW COMMUNITIES DEVELOPMENT CORPORATION

   Guarantees loans for development of new communities including new towns-in town. Communities must include mixture of land uses, racial and socio-economic integration and provide adequate facilities and amenities for all residents including children.

Statute: Title VII - Housing and Urban Development Act of 1970. Public Law 91-609, 84 Stat. 1971

Appropriation: None. Uses Treasury borrowings.

Recent Legislative Modifications: None. Since January 1975, there has been a moratorium on the acceptance of any new applications.

2. LEAD-BASED PAINT POISONING PREVENTION RESEARCH

Research into the nature and extent of lead poisoning in children and methods by which lead-based paint hazards may be removed.

Statute: The Lead Based Paint Poisoning Prevention AcT, P.L. 91-695 and its amendments, P.L. 93-151 and P.L. 94-317.

Appropriation: $1,653,000 - FY '78

3. HUD CHILD CARE CENTER

The HUD Child Care Center is designed for an education program to foster the development of children intellectually, physically, emotionally and socially, with special emphasis placed on enrollees' language, number concepts, and reading readiness.

Statute: Came into existance through recent legislative modifications to Section 7 of the Department Act, as amended, Public Law 89-174 Stat. 667, 42 USC 3531.

4. LEAD-BASED PAINT POISONING PREVENTION/REGULATORY FUNCTION

Overseeing the compliance of lead-based paint poisoning prevention in HUD owned or assisted structures as well as overseeing the deleading efforts by other federal agencies in federally-owned residential structures prior to selling for residential habitation.

Lead-poisoning caused by ingestion of lead-based paint and/or inhalation of dust from powdering lead-based paint has a potential of affecting several million childrem in the United States ages 0 through 5, "the population at risk" and more particularly those residing in the central cities housed in deteriorated structures.

Statute: P.L. 91-695, as amended by 93-151 and 94-317

5. COMMUNITY SERVICES BRANCH, HOUSING CONSUMER PROGRAMS DIVISION

Although the Community Services Branch has no appropriation to provide social services for children, the office has been

responsible for leveraging money for services for children in HUD public housing. The Community Services Branch coordinates with Public Housing Authorities, HEW Programs (e.g., Title XX and Early and Periodic Screening, Diagnosis and Treatment) and with local governments to secure these services for low and moderate income parents and children in HUD public housing.

Statute, Appropriation and Recent Legislative Modifications:

All of the programs performed by the Division of Housing Consumer Programs Division, Community Services Branch, are performed as services to the tenants in public or other HUD-assisited housing, not as funded programs. These services are solicited from other government agencies by program specialists in the Community Services Branch. By developing inter-agency agreements and by other collaborative efforts with national and non-govermental agencies, federal, state and local governments these services are rendered to our tenants. Costs of "tenant programs and services" are described in the U.S. Housing Act of 1937, Section 3(4), as appropriate operating expenses. There has never been any Federal appropriation specifically earmarked for the support of such services. The legislation makes it clear that, to the maximum extent available and appropriate, existing public and private agencies in the community are to be used for the provision of such services.

6. WOMEN'S POLICY AND PROGRAM DIVISION

THE FOLLOWING ARE PROGRAMS WHICH ARE IN THE PLANNING STAGES AND ARE WITHOUT COMPLETE FUNDING IN THE DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT:

a. Urban Childcare Rehabilitation Project

The Women's Policy and Program Division is not currently conducting any projects which serve children. However, they have designed a project for rehabilitation of HUD inventory to establish 10 child care centers to serve from 400-600 children from low and moderate income families. (The Women's Policy and Program Division has also designed a project to establish emergency and short-term shelters for battered women which would serve a limited number of children.) The Division is in the process of investigating funding strategies for these projects within HUD and with the Department of Labor/Comprehensive Employment and Training Act (CETA), Community Services Administration, VISTA and HEW Title XX.

b. Children's Island, Inc.

The Women's Policy and Program Division has submitted this project to Mrs. Carter for her consideration and support and discussed it in detail with individual members of her Special Projects staff.

Children's Island is a planned recreational park for all children, including the handicapped. It is a naturalistic, participatory answer to the "Disneyland" concept of family recreation facilities and conveniently located in a neighborhood which could greatly benefit from this type of economic stimulation.

The project is located on 2 adjacent islands in the Anacostia River near RFK Stadium. An administration building (solar heated), as well as a yurt and a wide pedestrian bridge have already been completed. Approximately $3.5 million is needed this year to complete the project and assure the Island's opening in 1979 - The International Year of the Child.

If we are successsful in attaining Mrs. Carter's support and brokering the necessary financial resources, Children's Island can serve as a key focal point for many IYC activities, as well as provide a lasting commitment to the nation's children.

INTERIOR
Department of Interior

AGENCY IYC REPRESENTATIVE, ADDRESS AND TELEPHONE:

Dr. James A. Slater and Dr. Andrew Adams,
Department of the Interior,
Room 5156, 18th & C Streets,
N.W., Washington, D.C. 20240
(202) 343-3101

The Department of Interior has a number of Bureaus and Divisions with programs that relate closely to children. This section contains information on programs in the following parts of Interior:

A. Fish and Wildlife.....79
B. Heritage Conservation and Recreation Service.....81
C. Indian Affairs.....82
D. Mines.....82
E. National Park Services.....84
F. Youth Programs.....85

A. FISH AND WILDLIFE SERVICE

There are very few activities in the Fish and Wildlife Service which are designed with a focus on youth. There are serveral activities, however, including the Youth Conservation Program, certain components of the interpretation and education program, and minor phases of our excess currency program abroad which do reach the youth population. The following general information is intended to provide an overview of FWS activities which appear to relate to children.

The programs administered by the Bureau of Outdoor Recreation provide direct and indirect benefits for the child, including the handicapped.

Under the Land and Water Conservation Fund Program, the Bureau provides matching grants to state and local governments for the planning, acquisition and development of outdoor recreation areas and facilities. Included are playgrounds, picnic grounds, campgrounds, swimming pools and beaches, trails, skating rinks, fishing access, and many other recreation facilities which directly or indirectly benefit children, including the handicapped. Since the creation of the Bureau in 1962, over 1.5 billion dollars were obligated for the planning ($18 million), acquisition ($651 million for 1.7 million acres) and development ($897 million) of outdoor recreation areas and facilities throughout the nation.

Under the surplus property program, over 87,000 aces of land worth over 289 million were approved for transfer to federal, state and local governments for park and recreation purposes.

And under the Technical Assistance program, the Bureau provides technical assistance to federal, state and local governments and the private sector on a wide variety of outdoor recreation proposals and actions which directly or indirectly benefit children. Since the inception of this program around 162,000 acres of land worth over $68 million were added to the public recreation estate.

Bureau efforts on behalf of the handicapped assure consideration of the needs of these special people in the planning, programming and development of all Bureau assisted programs and facilities. Although children make up only a part of the handicapped population, they are among the prime beneficiaries of recreation opportunities.

Following are additional details on programs focused more closely on children:

1. YOUTH CONSERVATION PROGRAM

   a. Job Corps -This is a program for disadvantaged youth ages 16-21. They are trained in union apprenticeship trades, receive academic, social and work skills. It is a residential program, 7 days per week and 24-hours a day.

   b. Youth Conservation Corps - This program is opend to all young people ages 15-18 and operates for 8 weeks in the summer. Its goals are the employment of young people, environmental education, and enhancing and preserving the nation's natural resource heritage.

   c. Young Adult Conservation Corps - This program is an employment program for unemployed young adults ages 16-23. Its purposes are employment and conservation of the nation's natural resources.

   At the present time the Service has two Job Corps Conservation Centers with 336 Corpsmen and 86 staff. It is anticipated that Youth ConservaTion Corps camps will total 136 for the summer of 1978 and be located in all 50 states with 3,000 enrollees and 700 staff. The Service intends to employ up to 700 staff and 3,500 young adults during the first year of the Young Adult Conservation program.

2. INTERPRETATION AND EDUCATION

   Environmental education learning packets including learning plans, studies, and instructional level materials have been specifically designed to meet the interests of students in the range of grades 3 and below, grades 3-7, and grades 8-12. Where appropriate these environmental education packets are made available to students and instructors on a bilingual basis.

Special environmental education exhibits are prepared from time-to-time for yough groups such as the Boy Scouts of America and the Girl Scouts of America. Quite often these exhibits are done in connection with nature study merit badge requirements. Major exhibits have also been prepared for various scout jamborees covering both nature studies and general conservation subjects.

3. SPECIAL FOREIGN CURRENCY PROGRAM

This program, administered by the International Affairs Staff, is aimed toward developing programs abroad which are necessary or useful to the conservation of threatened or endangered species. Programs currently underway in India, Pakistan, and Egypt include projected training projects for developing an increased public awareness of wildlife resources within these countries and includes special environmental education materials for secondary level students. In contrast to the Youth Conservation Program and the Interpretation and Education Program, Special Foreign Currency Program activities have only been proposed and not yet in actual existence.

B. HERITAGE CONSERVATION AND RECREATION SERVICE

1. LAND & WATER CONSERVATION FUND PROGRAM.

Provides grants to State and local governments for the planning, acquisition and development of outdoor recreation areas and facilities which benefit the general public, includings children and the handicapped.

Statue: Land and Water Conservation Fund Act of 1965, as amended through enactment of P.L. 95-42 of 6/10/77.

2. SURPLUS PROPERTY PROGRAM.

Under this program over 87,000 aces of land worth over 289 million were approved for transfer to Federal,State and local governments for park and recreation purposes which benefit the general public, including children and the handicapped.

Statute: Federal Property and Administrative Services Act of 1949 as amended by P.L. 91-485 and 92-362.

C. BUREAU OF INDIAN AFFAIRS

1. SOCIAL SERVICES

The Bureau of Indian Affairs administers a program of direct social servies for children and their families on or near every major reservation and in the States of Oklahoma and Alaska when such assistance and services are not available through state and local public and private social agencies.

Statue: Act of November 2, 1921 (25 U.S.C. 13); Act of April 6, 1934 (25 U.S.C. 454)

Appropriation: FY-1978 $73,000,000 for total program including services related to children's needs.

Recent Legislative Modifications: $3.8 million of appropriation directed to be spent for "On-going Child Welfare Program" in FY 1978 ("On-going" refers to "beyond crises")

2. SOCIAL SERVICES

Contracts with tribal governments and tribal organizations to provide social services programs, including child welfare social services, now operated (or eligible for operation) by the Bureau of Indian Affairs.

Statute: PL 93-638

Appropriation: No appropriation in addition to program appropriation under Act of November 2, 1921.

D. BUREAU OF MINES

1. EDUCATIONAL FILM PROGRAM

Most motion pictures circulated by the Bureau of Mines are designed to acquaint people with mineral resources and to show the need and value of conservation in mineral production and use. An estimated 85 percent of the total audience (which in 1976 was almost 10 million people) is children under 21 years of age.

Statue: The Organic Act of the Bureau (P.L. 179), which directs it to disseminate information on mining and mineral subjects, is the statutory authority for the program.

Appropriation: Funded under annual allocation to Office of Mineral Information

2. STATE LIAISON SPEAKERS' PROGRAM

Lectures on minerals and the Bureau of Mines to school audiences of all levels by the Bureau's 38 State Liaison Officers.

Statue: None

Appropriation: Funded under annual allocation to the Bureau's State Liaison Program.

E. NATIONAL PARK SERVICES

1. ENVIRONMENTAL EDUCATION IN THE NATIONAL PARK SERVICES

Legislative authority for interpretation and environmental education are cited in 16. U.S.C. 17j-2(e) for interpretive activities, and the National Enviromental Policy Act of 1969 (83 Stat. 852, 42 U.S.C. 4332) and Environmental Education Act of 1970 (20 U.S.C. 1531-1536).

The National Environmental Education Development (NEED) Program was developed through the National Park Foundation. From 1968-1976, NPS produced the NEED curriculum--integrating materials for school grades kindergarten through eight. Numerous school systems across the nation use NEED materials. Twenty NEED camps exist on park property.

In contrast to NEED, the National Environmental Study Area (NESA) Program is specifically site related. NESA evolved out of existing local environmental education programs within NPS. Specific criteria has to be met before NESA status is obtained. Study guide materials for the specific site assits the students in understanding the processes and dynamics to use of them. NESAs can help them to relate the area's resources to people's use of them. NESAs can be established in anyplace which portrays the interface of at least two ecosystems.

Today, there are 180 NESAs in the nation. One hundred and twenty-three are on park property and 57 are off parklands. Of the 57, 20 are also classified as National Environmental Education Landmarks (NEELs). NEELs are higher status which have been designated by the Secretary of Interior. NESAs are designated by the NPS Director.

The very young to young adults are actively involved in a participatory education experience from the Service's environmental education programs. These range in school groups from kindergarten through the college years. Major focal point however, involve the fifth to sixth grade levels. Statistics from our Interpretive Public Contact Report indicate approximately one-half million users a year for our site related enviornmental education programs.

On more of a local scale a park--any park, from remote to urban--may have Environmental Living Programs, Students Toward Environmental Participation (STEP) programs to cooperative agreements and special use permits. These agreements and permits may include such organizations as those involved in producing audiovisual training aids, marine ecology, in energy systems, or in saving the whale.

2. INTERPRETATION FOR CHILDREN

The NPS has been actively involved in interpretive services for children for five decades. Although NPS does not have a national program as such, like NESA or NEED, many parks do have specialized programs focusing in on only a specified segment of our visiting public.

Day camps have been established in many parks. These may range in time from one-half day to five one-day sessions. Junior and Senior Ranger programs for pre-teen and teenagers are very popular in many parks. Lower level programs for the pre-schooler have also been very popular. These programs may involve the learner in becoming more aware of the macro and micro world around them, and their interrelationships and responsibility to the environment. Exciting learning situations may include a trek through the saw-grass in the Everglades, an ecology float trip on the Merced in Yosemite, work on a sailing vessel at Golden Gate, participation in cultural and historical demonstrations, doing farm chores and planting seedlings in orchard programs, and learning about energy systems. On the urban scene more of the "non-traditional" programs are held to involve various minority and cultural groups. These programs may involve folk and music festivals, kite flying, to New Game programs.

Cooperative programs that are available in any park area may include Garden and Bird Clubs, Scouts, the American Youth Hostels, etc.

3. VOLUNTEERS IN PARKS

Volunteers in Parks Program was developed under P.L. 91-352 as a result of the need to allow individuals and groups to donate their time and talent to the National Park Service.

The Service has several thousand volunteers working in most areas of the System. About one-fifth of these volunteers are under 21 years of age.

Young voluateers engage in living history demonstrations such as portary life on a colonial farm at Turkey Run Farm near Washington, D.C., or helping visitors see the park environment in a new perspective through paint and drawing programs at Cape Hatteras National Seashore.

Volunteers as young as 4 years old teach fire and camping safety at Yellowstone National Park, Wyoming. Young high school volunteers show visitors a view of life in the Old South at Chalmette National Historical Park, New Orleans, Louisiana.

Young people have formed an important component of the voluteer force. They have shared much with NPS and the staff has learned from them.

4. STUDENT CONSERVATION ASSOCIATION

The Student Conservation Assoicate (SCA) is a public non-profit organization. The program is operated in the National Parks and Forests. It is open to young people who are in high school and college. The participants are volunteers who assist in many phases of work in natural resources management. The programs operate primarily during the summer, but there are also limited opportunities during the regular school year for which academic credit is given.

There are over 500 positions under this program in 50 areas around the country.

The SCA participants engage in such activities as assisting visitors at information desks, demonstrating crafts and interviewing mountain people about history and customs, or assisting on interpretative walks.

5. YOUTH CONSERVATION CORPS

The program's purpose is to further the development and maintenance of the natural resources of the United States by employing young men and women between the ages of 15-18 during the summer months (see office of Youth Programs for more imformation on the over all program).

National Park Service YCC participants perform all types of work within the Parks such as erosion control, site rehabilitation and trail construction. Some, like the YCC at Harpers Ferry National Historical Park are engaged in artifact restoration and participate in living history demonstration programs. The YCC at Golden Gate NRA and Jefferson National Expansion Memorial assist with information duties and with interpretative walks for visitors. During the coming year, 109 camps with 3,408 young men and women participating are proposed for the National Park Service.

6. YOUNG ADULT CONSERVATION

The Young Adult Conservation Corps for (details see next section) program for young people between the ages of 16-23. The participants must be unemployed and will be drawn from all socio-ecomomic and racial backgrounds. The program is just being implemented and it is anticipated that the National Park Service will operate 17 camps for up to 2,000 young people during the current year.

7. JOB CORPS

The Job Corps is a training-education program for young people between 16-22 years of age. The program provides training in skills which lead to a trade. They engage in work for the NPS such as construction of new facilities, renovating older buildings--both historic and non-historic renovation as well as some clerical assistance.

There are currently 600 Job Corps enrollees in 3 camps in NPS areas. A fourth camp plus an extension of the Harpers Ferry Job Corps Center will increase that number to 890 during this year.

F. OFFICE OF YOUTH PROGRAMS

1. YOUTH CONSERVATION CORPS (YCC)

The YCC provides youths between the ages of 15 and 18 with a knowlege and appreciation of environmental priciples and a constructive maturing experience through their involvement in a positive social-work setting. The youth are centered for eight weeks during the summer in either residential or non-residential, co-educational, work project camps located on public lands in the respective states, territories and commonwealths. The participation of the youth in various types of conservation work and environmental education activities should enhance their appreciation for their national heritage and aid them in becoming responsible citizens. At the same time the youth accomplish much needed improvements on public lands.

The Department of Interior directly manages some 458 camps serving 14,000 youth. In addition Interior and the Department of Agriculture jointly administer a grant program for the various states and territories where another 14,000 youth are enrolled in some 735 camps.

Statute: Youth Conservation Corps Act of 1970 (P.L. 91-378, 84 Stat. 794)

Appropriation: $60,000,000 was appropriated for FY 1978. $21,962,800 was allocated for the direct use by Interior; $17,758,000 was allocated for the joint use by Interior and Agriculture in administering state grants.

2. JOB CORPS CIVILIAN CONSERVATION CENTERS (JCCCC)

The Job Corps is a national voluntary program which provides disadvantaged youth between the ages of 14 and 21 with the

education, vocational training, work experience and social skills necessary to better prepare them for the responsibilities of citizenship. This purpose is achieved by Interior through the management of federal lands of JCCCC which afford the youth an intensive vocational training and work experience within a positive residential setting. The primary intention of the program is that upon completion of a course of study an enrollee should secure gainful employment. Interior administers twelve JCCCC which serve 2,760 youth.

Statute: Economic Opportunity Act of 1964.

Appropriation: Approximately $130,000,000 was appropriated for FY 1978. $23,481,000 was allocated for use by Interior.

Recent Legislative Modifications: Title IV of the Comprehensive Employment and Training Act of 1973 transferred the provisions for Job Corps without change.

3. YOUNG ADULT CONSERVATION CORPS (YACC)

The YACC is a year round program designed to alleviate the substantial employment problems encountered by today's youth while also accomplishing much needed conservation work throughout the nation. Under the program, unemployed, out-of-school youth, ages 16-23, are hired or enrolled in co-educational, work project camps located on public lands in the respective states, territories and commonwealths. The camps are either residential or non-residential, and the enrollee profile of each camp reflects the demographic breakdown of the particular state. At the camps the enrolleess are engaged in various types of conservation work dependent upon the nature of each camp's locale. The positive work experience gained by the enrollees should enhance their access to the regular job market. Interior directly manages some 150 camps employing about 10,000 enrollees. In addition, Interior and Agriculture jointly administer a grant program for the various states and territories where another 6,000 youth are enrolled in some 190 camps.

Statute: The Yough Employment and Demonstration Projects Act of 1977 (P.L. 95-93) created YACC as Title VIII to the Comprehensive Employment and Training Act.

Appropriation: $233,320,000 was appropriated for FY 1978. $87,734,500 was allocated for direct use by Interior; $65,130,000 was allocated for the joint use of Interior and Agriculture in making state grants.

INTERNATIONAL COMMUNICATION AGENCY (ICA)

AGENCY IYC REPRESENTATIVE, ADDRESS AND TELEPHONE:

Tony Hackley, PGM/DP
Associate Directorate for Programs,
International Communication Agency
Room 220
1750 Pensylvania Avenue, N.W.
Washington, D.C. 20547
(202) 724-9548

1. AID TO AMERICAN SPONSORED SCHOOLS ABROAD

The program is designed to increase mutual undertanding between people of the United States and people of other countries by up-grading educational institutions which serve to demonstrate American educational ideals as well as educational principles and methods employed in the United States.

The program also provides funds for educational facilities at the elementary and secondary school level for the dependents of U.S. government employees overseas.

Statute: Section 102(b) (3), Mutual Education and Cultural Exchange Act of 1961, as amended 22 USG 2452 (b) (3).

Appropriation: $1,965,000 - FY' 79

2. ICA TELEVISION AND FILM SERVICE

a. The ICA Television and Film Service maintains a selection of children's-oriented audio-visual products in its Washington loan library. These products are catalogued and requestioned as required by ICA.

b. The Television and Film Service conducts liaison with U.S. film producers. and works closely with U.S. film producers to encourage and foster communications with film-makers in other countires.

c. Public Law [PL] 8934: PL 8934, "Beirut Agreement," authorizes duty-free exit from and entry into the U.S. of certain categories of educational, scientific and cultural audio-visual materials.

ICA is assigned responsibility for reviewing and issuing certificates on exported materials and for authenticating [for

the U.S. Government] certificates issued by other governments on imported materials. Under PL 8934 ICA issues approximately 3000 certificates annually on US and foreign produced audio-visual materials. More than 95% of these certificates are for materials with themes having direct relevance to children and designed for use in classrooms.

3. EDUCATIONAL AND CULTURAL AFFAIRS

ICA's Directorate for Educational and Cultural Affairs promotes and supports Academic Exchange and International Visitor programs which have special relevance to the educational, social and cultural needs of children in many countries of the world.

a. Academic Exchange for Teenagers. ECA performs as liaison and provides grants to Third World countries in support of US and foreign teen-age educational exchange programs. Examples are:

- o American Field Services [AFS], New York--Conducts an exchange program for US and foreign students ages 15-19. Students go abroad, live with a family in the host country and attend high school.
- o Youth for Understanding, Washington, D.C. --ECA grants support orientation and counseling services for foreign exchange student ages 15-19 brought to the U.S. by this organization.

b. International Visitor Program Concerned with Children's Needs--ECA's Multi-regional International Visitor Project, "Early Childhood Education" scheduled March/April 1979 will bring educators from foreign countries to the U.S. for a comprehensive study tour.

BASIC ENABLING LEGISLATION FOR THE AGENCY:

- "Smith/Mundt Act" - US Information and Exchange Act of 1948, as amended [Public Law 80-402, as amended].
- "Fulbright/Hayes Act" - The Mutual Education and Cultural Exchange Act of 1961, as amended [Public Law 87-256].
- The President's Reorganization Plan No. 2 of 1977.

JUSTICE
Department of Justice

AGENCY IYC REPRESENTATIVE, ADDRESS AND TELEPHONE:

John M. Rector, Administrator, Office of Juvenile
Justice and Delinquency Prevention
633 Indiana Avenue, N.W.
Washington, D.C. 20531
(202) 376-3546

1. CONCENTRATION OF FEDERAL EFFORT

Under the Concentration of Federal Effort Program, the Administrator of the Office of Juvenile Justice and Delinquency Prevention (OJJDP) is responsible for implementing overall policy and developing objectives and priorities for all Federal juvenile delinquency programs and activities relating to prevention, diversion, training, treatment, rehabilitation, evaluation, research and improvement of the juvenile justice system. The Administrator advises the President through the Attorney General as to all matters relating to federally assisted juvenile delinquency programs and Federal policies regarding juvenile delinquency. The purpose of this program is to assist operating agencies which have direct responsibilities for the prevention and treatment of juvenile delinquency; conduct and support evaluations and studies of the performance and results achieved by Federal juvenile delinquency programs and activities; implement Federal juvenile delinquency programs and activities among Federal departments and agencies and between Federal programs and activities; develop annually an analysis and evaluation of and a comprehensive plan for all Federal juvenile delinquency programs and activities conducted or assisted by Federal departments and agencies; and provide technical assistance to Federal, state and local governments, courts, public and private agencies, institutions and individuals in the planning, establishment, funding, operation or evaluation of juvenile delinquency programs. The term Federal juvenile delinquency program is defined by Congress as any program or activity related to juvenile delinquency prevention, control, diversion, treatment, rehabilitation, planning, education, training, and research, including drug and alcohol abuse programs; the improvement of the juvenile justice system; and any program or activitiy for neglected, abandoned or dependent youth and other youth to help prevent delinquency.

Statute: The Juvenile Justice and Delinquency Prevention Act of

2. JUVENILE JUSTICE AND DELINQUENCY PREVENTION FORMULA GRANTS

Formula grants are based on the number of persons in each state under the age of 18. They assist states plan, establish, operate, coordinate and evaluate juvenile justice and delinquency prevention projects and activities. To qualify, each state must develop and submit a comprehensive juvenile justice and delinquency prevention plan. Currently, 49 states and territories are participating in the Formula Grants Program. To be eligible to receive these grants, states must provide that juveniles not be held in institutions where they have regular contact with convicted adults or adults awaiting trial and, within three years of submission of the initial plan, that status offenders no longer be held in juvenile detention and correctional facilities. Status Offenders are young people whose offenses would not be considered criminal if they had been committed by adults -- running away, truancy, promiscuity, and incorrigibility are examples. A minimum of 75% of each state's formula grant funds must be spent to implement advanced techniques in developing, maintaining, and expanding programs and services designed to prevent juvenile delinquency, to divert juveniles from the juvenile justice system, to provide community-based alternatives to juvenile detention and correctional facilities, to encourage a diversity of alternatives within the juvenile justice system, and to establish and adopt juvenile justice standards. Each state must demonstrate that local government and private non-profit agencies were involved in the development of its comprehensive plan. It must also appoint a broad-based group to advise the state planning agency on juvenile justice and delinquency prevention programming. At least one-third of this citizens' group must consist of persons under the age of 26. Youth participation in all aspects of planning and programming is encouraged.

Statute: The Juvenile Justice and Delinquency Prevention Act of 1974, P.L. 93-415. Sections 221-229, as amended by P.L. 95-115.

Appropriations: $63,750,000 - FY '78

Recent Legislative Modifications: The Juvenile Justice Amendments of 1977, P.L. 95-115, which clarified the intent of Congress that dependent and neglected children be included under provisions pertaining to status offenders.

3. NATIONAL INSTITUTE FOR JURVENILE JUSTICE AND DELINQUENCY PREVENTION (THE INSTITUTE)

The OJJDP's Institute is responsible for encouraging, coordinating, and conducting research, demonstrations and evaluations of juvenile justice and delinquency prevention activities; providing a clearinghouse and information center for the collection,

publication and dissemination of all information regarding juvenile delinquency; conducting a national training program; and developing proposed standards for the administration of juvenile justice. The Institute is composed of three divisions: (1) Research; (2) Training and Dissemination; (3) Program Development. The Institute prepares, in cooperation with educational institutions, Federal, state and local agencies, and appropriate individuals and private agencies, such studies that it considers to be necessary with respect to the prevention and treatment of juvenile delinquency and related matters, including recommendations designed to promote effective prevention and treatment, such as assessments regarding the role of family violence, sexual abuse or exploitation and media violence in deliquency, the improper handling of youth placed in one state by another state, the possible ameliorating roles of recreation and the arts, and the extent to which youth in the juvenile justice system are treated differently on the basis of sex and ramifications of such practices.

Statute: The Juvenile Justice and Delinquency Prevention Act of 1974, P.L. 93-415, Sections 241-251, as amended by P.L. 95-115.

Appropriation: $11,000,000 - FY '78

Recent Legislative modifications: The Juvenile Justice Amendments of 1977, P.L. 95-115

4. JUVENILE JUSTICE AND DELINQUENCY PREVENTION TECHNICAL ASSISTANCE

Technical assistance is provided to federal, state and local governments, public and private agencies, and courts for planning, establishing, operating, coordinating and evaluating juvenile justice and delinquency prevention programs. Priorities for the technical assistance programs include support of the OJJDP Formula Grants Program, Special Emphasis Prevention and Treatment Programs, Concentration of Federal Effort, and standards development, adoption and implementation. Current Special Emphasis Prevention and Treatment Programs to which technical assistance is directed include: (1) deinstitutionalization of status offenders; (2) diversion; and, (3) delinquency prevention. In addition, two other areas for technical assistance have been identified: (1) improvements regarding program administration, juvenile justice initiatives and corrections and rehabilitation programs; and (2) capacity building to help federal, state and local governments address their own problems or maximize their current capability to respond to juvenile justice-related problems.

Statute: The Juvenile Justice and Delinquency Prevention Act of 1974, P.L. 93-415, Section 204, as amended by P.L. 95-115.

Appropriations: $3,000,000 - FY '78

Recent Legislation Modifications: The Juvenile Justice Amendments of 1977, P.L. 95-115.

5. JUVENILE JUSTICE AND DELINQUENCY PREVENTION SPECIAL EMPHASIS AND TREATMENT PROGRAMS.

Special Emphasis Prevention and Treatment discretionary funds are granted directly to public and private non-profit agencies, organizations and individuals to foster certain promising approaches. The funds are used to: (1) develop and implement new approaches, techniques, and methods in juvenile delinquency programs; (2) to develop and maintain new community-based alternatives to institutionalization; (3) divert juveniles from traditional criminal justice and correctional systems; (4) improve the capacity of public and private agencies and organizations to provide services to juveniles who are thought to be in danger of becoming delinquent and to dependent, neglected, abandoned and other youth to help prevent delinquency; (5) develop and implement model programs and methods to keep students in elementary and secondary schools and to prevent unwarranted and arbitrary suspensions and expulsions; (6) facilitate the adoption of standards for juvenile justice at all levels of government; (7) develop and support programs stressing youth advocacy; (8) develop, implement and support youth employment programs; (9) improve the juvenile justice system to conform to standards of due process; (10) develop and support programs designed to encourage and enable state legislatures to further the purposes of the Juvenile Justice and Delinquency Prevention Act; and (11) develop and implement programs related to juvenile delinquency and learning disabilities.

Statute: The Juvenile Justice and Delinquency Prevention Act of 1974, P.L. 93-415, Sections 224-229, as amended by P.L. 95-115.

Appropriation: $21,250,000 - FY '78

Recent Legislative Modifications: The Juvenile Justice Amendments of 1977, P.L. 95-115.

AGENCY IYC REPRESENTATIVE, ADDRESS AND TELEPHONE:

Kay Wallace, Special Assistant for International Affairs
3rd and Constitution Ave., N.W. Room 3315
Washington, D.C. 20203
(202) 523-6632

A. OFFICE OF THE SPECIAL ASSISTANT

The Office of the Special Assistant provides continuous support on behalf of children and youth through agency policy input with Executive Staff-national and regional. Provides technical assistance and maintains personal contact with prime sponsors and program operations of youth projects, superintendents of schools, presidents of colleges and universities, educational organizations and vocational and high school counselors.

OSA efforts encompass encouraging school-to-work linkages, curriculum redesign for nontraditional job preparation, realistic job development, research and demonstration projects on children, youth and the family, innovative employment and training programming and needed models of cooperation.

The primary responsibility of coordinating agency action on activities affecting women inevitably includes consideration of children and youth. The concern with the labor market experiences of minority, battered, rural, older and mature, teenaged and youth adult (women, women offenders, women on welfare, displaced homemakers and women in apprenticeship and nontraditional jobs) and the need for supportive services underscores this focus.

1. WOMEN'S BUREAU

The Women's Bureau functions within the Department of Labor to look out for the interests of women and girls who are in the labor force and who are preparing to enter it, and works closely with its constituency groups to promote expanded employment opportunities for all women. Program efforts related to IYC goals include a number of projects designed to help teenage women learn about and prepare for the job market, and programs to learn more about the specific problems encountered by young women who are making the school-to-work transition. The Bureau works closely with the Office of Youth Programs in the Employment and Training Administration in selecting, funding and monitoring these projects. General efforts to provide career information, inform women about their employment rights and expand opportunities for women in nontraditional employment, particularly in construction work and in apprenticeship programs, also have an impact on young women who are making occupational choices and seeking jobs.

The Women's Bureau is also actively concerned about the availability of child care facilities for children of working parents. Program efforts in this area include sponsoring and co-sponsoring conferences and workshops on child care and preparing publication materials on child care issues and programs.

B. OFFICE OF NATIONAL PROGRAMS

1. FARMWORKER PROGRAMS

ONP administers employment related programs for migrant and seasonally employed farmworkers as authorized by CETA 303. As a regular components in these programs, a wide variety of child services are provided to migrant farmworker families. As an adjunct to these programs, ONP will soon be making special grants under the new Youth Employment and Demonstration Programs Act (YEDPA) to support training and employment related activities serving young persons from migrant and seasonal farmworker families. In fiscal year 1978, $15.3 million will be used for these special youth programs.

2. PROGRAMS FOR INDIANS AND OTHER NATIVE AMERICANS

ONP administers employment related programs for Indians and other native Americans as authorized under Section 302 of CETA. Many of these programs include PSE components funded from CETA Titles II and VI. Services to Indian and other native American youth are provided through ONP supplementary grants under the summer youth program. Special youth related grants under YEDPA will also be made in fiscal year 1978.

3. OTHER NATIONAL PROGRAMS

Other programs administered by ONP which focus on young persons include:

a. Apprenticeship Outreach Program. This program assists young persons, mainly minorities, to qualify for and gain entry into the skilled apprenticable trades. Many of those placed are between ages 18 and 21.

b. School-to Work-Programs. ONP administers a small number of special projects that are designed to help young persons, including school dropouts, to make successful transition from school-to-work.

c. Promotion and Development Programs. Under this program category, the National Alliance of Businessmen conducts a broad array of activities aimed at increasing the involvement of private employers in federally funded employment and

training programs. A regular component in their overall effort is the summer jobs for youth campaign---through which private employers in all major cities are urged to make summer jobs available to disadvantaged young persons--mainly students.

C. EMPLOYMENT SERVICES

Employment service activities are geared to the problems of both in-school and out-of-school youth and includes...

1. THE ES-SCHOOL-COOPERATIVE PROGRAM

This program is aimed at providing employment for potential high school graduates or dropouts and part-time employment or work experience for in-school youth.

2. SPECIALIZED SERVICES

These Services are for young people who are already in the labor market.

3. A PROGRAM FOR ASSISTING IN-SCHOOL YOUTH

This program is for youth needing supplemental income to continue in school by aiding them IN obtainING summer jobs.

D. OFFICE OF INFORMATION

Office of Information dissiminates information on agency efforts on behalf of children and youth. It should be noted that the ETA OI is a vastly utilized resources for vocational counselors, organizations and individuals concerned with career development for youth. Lists available on the participation of children and youth in employment and training programs, research studies, etc.

E. OFFICE OF YOUTH PROGRAMS

The newly organized Office of Youth Programs (OYP) provides the most comprehensive agency services to children and youth. Programs administered by OYP which focus on young persons include the following...

1. YOUNG ADULT CONSERVATION CORPS (YACC-CETA Title VIII)

The purposes of this program are to provide jobs for unemployed youth and to accomplish needed conservation work, while providing as many other services as possible in order to maximize the benefits of the experience for participants. These purposes are to some extent mutually exclusive. Capital, equipment, and supervision expenses may improve output and the value of the experience but increase unit costs which reduce the number of youths who can be employed.

2. YOUTH INCENTIVE ENTITLEMENT PROJECTS (CETA Title III-C: Subpart 1)

The basic purpose of Youth Incentive Entitlement Projects is to test the notion of whether jobs can be feasibly guaranteed for 16-19 year-old disadvantaged youths who are in school or willing to return, and whether the jobs will increase high school retention, return and completion. This test is to be conducted in areas of substantial size with varying conditions to determine the extent to which such an approach would be feasible nationwide. Because of the high costs of Entitlement, only a few "saturation" tests can be tried on a large scale. But there are also a number of different secondary notions which are to be tested, and innovative approaches which can be developed. A two-tier approach will, therefore, be tried. The first tier will consist of 4-6 projects covering substantial areas. These will be extensively studied to evaluate the costs and impacts. The second tier will consist of smaller scale projects in a larger number of areas testing a variety of innovative notions.

3. YOUTH COMMUNITY CONSERVATION AND IMPROVEMENT PROJECT (CETA Title III-C: Subpart 2)

The Community Improvement program is to seek and to employ youth in well-supervised work with a tangible output which will be of benefit to the community. The work itself will be the source of training, with academic credit arranged where appropriate, but there will be little emphasis on services. Most projects should be organized by community and neighborhood groups such as YMCA's and antipoverty organizations, perhaps in cooperation with building trades councils.

4. YOUTH EMPLOYMENT AND TRAINING PROGRAM (YET, CETA Title III-C: Subpart 3)

The YET authorizes the same types of activities for youth as are allowed and currently funded under Title I of CETA (and also financed from other sources). The intent, however, is to improve the quality and coordination of such services. The annual plan and youth councils are intended as mechanisms for gathering and analyzing information about the complete range of career development, education and training efforts in the community, and for targeting

extra resources where they will be most needed and productive. A national group of youth will be established who are representative of the interests of young persons who are having employment difficulties. The LEA-CETA agreement demands a frank dialogue between the education and manpower establishments. This will be an opportunity for both parties to think through what they are doing separately and what they can do together for youth. For instance, career and vocational education, work study, cooperative education, in-school work experience and counseling may all be occurring within the same school system.

5. JOB CORPS

The Job Corps is an integral part of employment and training efforts. This longstanding program offers intensive vocational training, basic education and other services in residential and nonresidential settings to the most disadvantaged youth. An effort is being made to double the number of Job Corps slots to 44,000 by the end of fiscal 1978. If this goal is to be achieved, coordination will be needed with YEDPA and other CETA programs. Referral to the Job Corps must become one of the planned and realized options for youth in local employment and training programs. Job Corps referral targets and mechanisms will be required in YET youth employment and training plans.

F. CHILD LABOR BUREAU

The Branch of Child Labor of the Wage and Hour Division, U.S. Department of Labor, is responsible for the administration and enforcement of the child labor provisions of the Fair Labor Standards Act of 1938 as amended and for making recommendations for standards to be included in regulations or orders issued thereunder. The Act provides a basic minimum age of 16 for employment generally and establishes an 18-year minimum age for employment in nonagricultural occupations which the Secretary of Labor finds to be particularly hazardous or detrimental to the health or well-being for 16 and 17-year-old minors. This mandate is carried out by the issuance of hazardous occupations orders. The Act further gives the Secretary authority to develop standards for 14 and 15-year-olds for employment under terms and conditions which will not interfere with their schooling, health or well-being. These standards are set forth in Child Labor Regulation No. 3. The Act further provides for the issuance of a hazardous occupations order for employment in agriculture and for some exceptions to the 16-year minimum age for employment outside school hours. For employment in agriculture outside school hours in non-hazardous farm jobs, a minimum age is set at 12 on farms with employees subject to the minimum wage provision. Employment of minors under 12 is restricted and under specified conditions.

One of the major objectives of the Wage-Hour child labor program is to maximize protection for young workers without unduly restricting their employment opportunities. The orders and regulations are currently being reviewed to see what changes, if any, are needed in the standards. Some of our concerns in this review are how technological changes in industry affect the standards, the clarity of language, and the adequacy of coverage and scope of the orders and regulations.

G. BUREAU OF LABOR STATISTICS

1. CURRENT EMPLOYMENT ANALYSIS

Program provides official Federal government statistics on employment and unemployment on a recurring basis. Annual supplements to the Current Population Survey include data on family characteristics, children working mothers, educational attainment of the work force and employment situation of school-age youth.

Statute: 29 U.S.C. 2, 7, 181

Appropriation: $16,802,00 - FY '78

LIBRARY OF CONGRESS

AGENCY IYC REPRESENTATIVE, ADDRESS AND TELEPHONE:

Virginia Haviland, Head, Library of Congress,
Children's Literature Center
1st St. Between E. Capital and Pennsylvania Ave.,
Washington, D.C. 20540
(202) 426-5535

1. ADVISORY/REFERENCE/RESEARCH SERVICE

"Serving those who serve children" (librarians, teachers, parents, professors of children's literature, cultural historians, publishers, authors, illustrators, government agencies, and others concerned with the creation, promotion, and reading of children's books).

2. PUBLISHING

Annual list of children's books (selection made with an advisory committee, some 200 of the approximately 2500 trade books published in the previous year-- see Washington Post notice, Sunday, July 16, 1978) Children's Literature: A Guide to Reference Sources (quinquennial volumes citing bibliographies and historical and critical items for adults, about children's books, reading, and library services Subject bibliographies of interest to teachers, librarians, storytellers, and creators of books: Children and Poetry; Creating Independence, 1763-1789; Folklore of the North American Indians and Folklore: From Africa to the United States Exhibit catalogs (below)

3. EXHIBITIONS

Centennials of children's classics (Little Women, Adventures of Tom Sawyer); special observations--International Year of the Book with a show "The Wide World of Children's Books," the Bicentennial of the United States with the exhibit "Americana in Children's Books," and International Year of the Child with two exhibits--a holiday show celebrating the spirit of childhood and, later, "The International Year of the Child" interpreting five themes of IYC

4. PARTICIPATION IN THE LIBRARY OF CONGRESS CULTURAL PROGRAM AND ACTIVITIES OF THE CENTER FOR THE BOOK

Annual Book Week (November) lecture on children's literature (published usually in the Quarterly Journal of the Library of Congress, with ten lectures scheduled for publication as a collection); symposia (first scheduled for March 1979 in celebration of International Year of the Child).

NATIONAL AERONAUTICS AND SPACE ADMINISTRATION (NASA)

AGENCY IYC REPRESENTATIVE, ADDRESS AND TELEPHONE:

Muriel M. Thorne, Special Activities Officer
Educational Services Branch, Public Affairs Division
Code LFG-13, NASA, Washington, D.C. 20546
(202) 755-3855

The most important of NASA's on-going educational programs in terms of numbers of boys and girls it reaches in its Aerospace Educational Services Project (AESP). The AESP with its staff of specialists working from seven major NASA field installations reaches one to one-and-a-half million children in school classrooms and assemblies and nonschool-related youth gatherings each year. In FY '79 the AESP plans to add a third minority representative to its field staff in order to better reach the boys and girls in inner city programs.

In addition to the programs designed for boys and girls of all interests, backgrounds, and abilities, NASA conducts special programs for both the especially talented and the culturally deprived or disadvantaged. These programs, designed to provide opportunities for youth to become involved in aeronautics and space-related activities (model-building, model rocketry, science fairs, and similar aerospace-related projects), are of two kinds: on-going annual programs and one-time programs connected with a specific NASA project.

A. ON-GOING PROGRAMS

1. INTERNATIONAL SCIENCE AND ENGINEERING FAIR
1961 to date
Educational Services Branch in cooperation with Science Service

Each year a team of NASA judges selects eight students from among the 400+ at the International Science and Engineering Fair for NASA awards in recognition of creative scientific endeavor in aerospace reasearch. The award includes a trip to a launch with a teacher. In 1978 14 additional students were accorded Honorable Mention.

Through the educational offices at the NASA Centers, NASA participates in up to 200 science fairs at the local, regional, and state levels; five awards in recognition of aerospace projects are provided to each fair.

2. CAREER AND HONORS PROGRAMS

At several NASA Centers there are academic year and summer programs for selected students: schedules for students to spend some time each day with a scientist or engineer during one semester; classes at the Center; participation in research programs during the academic year, which may carry on to summer jobs; fellowships for work/study programs awarded at a science fair.

All the Center educational offices serve the numerous requests for speakers and consultants to participate in Annual Career Days held in schools of their service areas. Several Centers also hold Career Days on-Center and participate in work/study and apprentice programs with local school systems.

3. NONSCHOOL PROGRAMS

The NASA educational officers have on-going programs with Explorer groups of the Boy Scouts and regularly support the Cub Scout monthly space themes which are scheduled every 18 months. They also provide programs for Girl Scouts, 4-H, and similar youth groups.

B. ONE-TIME PROGRAMS

1. VIKING STUDENT PROJECT
1974-75 school year
Educational Services Branch in cooperation with the National Science Teachers Association (NSTA)
$100,000 - funded by the NASA Viking Program Office

For secondary school students to participate in the Viking program by designing an emblem to be placed on the Viking Lander; each design was accompanied by a brief paper justifying or explaining the significance of the design. The project hoped to contribute to the improvement of scientific literacy. Students not usually involved with or interested in science and technology were given an opportunity to learn about space exploration and its impact on society.

Open to all students, grades 9-12, in U.S. schools, including dependents' schools overseas. 8,511 entries were received; ten entries were selected for final judging from which the winning design was chosen.

2. SKYLAB STUDENT PROJECT
1971-73 school years
Educational Service Branch in cooperation with NSTA
$92,798.66 - funded by the NASA Skylab Program Office

For secondary school students to have an opportunity to participate directly in the Skylab program by selecting a small number of outstanding senior high school proposals for experiments to be placed on Skylab. Applicants submitted brief proposals of no more than 1,000 words, plus necessary drawings, describing experiments to be done on Skylab. NASA constructed necessary equipment.

Open to all students, grades 9-12, in U.S. schools, including dependents' schools overseas. Over 3400 proposals were received. 25 national winners were selected, of which 19 were approved for flight. 22 additional proposals were given special mention.

3. YOUTH SCIENCE CONGRESSES
1963-72
Educational Services Branch in cooperation with NSTA

Eight to twelve Youth Science Congresses were conducted each year at NASA field centers or in cities with related research facilities. Each congress program lasted two to two-and-a-half days during which the students presented their reports, had their work evaluated, toured selected laboratories, visited informally with NASA scientists and engineers as well as their peers and the other congress participants, and learned of the vast range of NASA research and of new scientific career possibilities.

Since the nation-wide program was discontinued in 1972, the NASA Ames Research Center in northern California has established a regional program for the students of their geographic area.

4. SUMMER SPACE EDUCATION PROGRAM FOR INNER CITY YOUTH
June 22-August 7, 1970
Educational Services Branch in cooperation with President's Council on Youth Opportunity

During the summer of 1970 NASA and the PCOYO conducted a series of space education programs for the underprivileged and culturally deprived youth of inner cities. 249 programs were conducted in 50 inner cities and communities in 21 states for an estimated audience of 24,753.

The program was conducted by the space science specialists (AESP) assigned to NASA Headquarters. NASA provided resource personnel, publications, and films. The lecturers conducted a minimum of two programs a day, each lasting 1 to 2 hours, held in schools and recreation centers.

C. CURRENT PROGRAMS

1. LUNAR SAMPLE EDUCATIONAL PACKET
NASA Educational Services Offices

NASA has developed a new lunar and planetary sciences teaching aid using samples of lunar material encapsulated in a clear plastic disc. The new aid is designed for the earth science student, grades 6-12, through NASA's Educational Services Offices

and involves students directly through close examination of the samples and discussion material provided for the teacher.

2. GETAWAY SPECIAL PROJECTS
NASA Educational Services Offices

The Educational Services Offices are assisting schools, as resources permit, with Getaway Special projects which are science experiments that will be scheduled to fly on the Space Shuttle in the 1980's.

NATIONAL ENDOWMENT FOR THE ARTS (NEA)

AGENCY IYC REPRESENTATIVE, ADDRESS AND TELEPHONE:

John Hoare Kerr
Director, Education Program
2401 E Street, N.W.
Washington, D.C. 20506
202/634-6028

1. ARTISTIS-IN-SCHOOLS-PROGRAM

The Artists-in-Schools Program place professional artists in elementary and secondary school to work and demonstrate their artistic disciplines. The program was launched officially in 1969 as a pilot effort placing visual artists in school residencies in six states. Before that, the Endowment had initiated a poets in the school program which proved quite successful.

Artists-in-Schools involves the cooperative efforts of professional artists, students, parents and teachers. This exchange, which enriches the creativity of of all three groups should not be a casual or momentary encounter. It is intended to be a sustained interaction continuing through a portion of the school year sufficient to be of mutual benefit to artists, teachers, students and community. The program is intended to serve as a catalyst within the school and to provide a model for continuing collaboration between artists and teachers in all schools and at all levels.

The program is not designed to train a generation of professionalartists. Its primary purpose is to enhance among children the powers of perception and self-expression, and to help them communicate creatively with tools and skills they might not otherwise develop. An-other goal of the program is toprovide an opportunity for artiststo function in schools and com-munities in a manner and underworking circumstances conducive to their own artistic development.

Statue: National Foundation on the Arts And Humanities Act of 1965, Public Law 89-209, last amended by P.L. 93-133 (in October 1973)

Appropriation: $4,142,442 - FY 78

NATIONAL ENDOWNMENT FOR THE HUMANITIES (NEH)

AGENCY IYC REPRESENTATIVE, ADDRESS, AND TELEPHONE:

Marion C. Blakey Program Chief, Youth Programs
National Endowment for the Humanities
806 15th St., N.W., Wash. D.C. 20506
(202) 724-0396

1. YOUTH PROGRAMS

Youthgrants: Funds out-of-school humanities projects initiated, developed and executed by young people.

NEH Youth Projects: Supports out-of-school humanities projects for young people administered by adults.

Statute: National Foundation on the Arts & the Humanities Act of 1965 as amended 20 USC 951-960

Appropriation: FY-78, $1 million

2. ELEMENTARY AND SECONDARY PROGRAM

Supports humanities programming in the nation's schools.

Statute: Same as above

Appropriation: FY-78, $4.5 million

NATIONAL SCIENCE FOUNDATION (NSF)

AGENCY IYC REPRESENTATIVE, ADDRESS AND TELEPHONE:

Dr. Herbert L. Costner, Division Director for Social Sciences
1800 G Street, N.W.
Washington D.C. 20550
(202) 632-4286

In providing support for scientific research, the Foundation makes possible studies on the frontiers of knowledge about varied aspects of childhood experience and development. Examples of recently funded research include studies of the role of children in family decision-making, of the nature of language development in children, of sex role development, and or the emergence of political values and perceptions in children.

In addition, the National Science Foundation includes programs designed to advance the quality and availability of science education. These programs are important in linking our understanding of children's analytic skills and learning processes to the development of intellectual potential and scientific understanding.

The Foundation also supported travel for American scientists to attend two international conferences related to children during fiscal years 1977 and 1978. These were the 19th International Congress of Applied Psychology in Munich, West Germany, and the first International Congress on the Study of Child language in Tokyo, Japan.

The usual mode of Foundation operation entails the review of unsolicited proposals from investigators in the scienctific community and the provision of support for those proposals that meet the exacting standards of staff and peer review. Hence, the intiatives undertaken by the Foundation typically originate in the scientific community itself rather than being created by Foundation staff.

The foundation has sixty-seven (67) research projects related to children and youth funded by the various directorates and divisions of the National Science Foundation during fiscal years 1977 and 1978.

1. DIRECTORATE FOR BIOLOGICAL, BEHAVIORAL AND SOCIAL SCIENCES

Fifteen (15) studies relating to language development and acquisition were funded by the Division of Behavioral and Neural Sciences. For example, Professor Jean Berko Gleason and associates are conducting a study of the syntactic, semantic, and functional characteristics of mothers' and fathers' speech to two and four year old children. They will seek a measure of parental sensitivity to the child's linguistic and cognitive developmental level, and investigate possible correlations of this parental sensitivity

measure with the child's rate of language acquisition. Another project by Professor Susan Goldin-Meadow will study the creation of a language-like system by deaf children.

The Division of Social Sciences funded ten (10) studies focused on such topics as family structure, self-concept and identity among children, role of child in family decision making, student achievement, sex-role differentation, and custody of the child. Examples of these studies include the research conducted by Bonacich, whose study is a pilot investigation of the participation of children in family decisions. The study will examine how families incorporate children of different ages into the decision making process and the family conditions that affect the nature and extent of children's participation. A further example is the research by Dr. Kenneth Morland, who is examining the factors that influence the racial-ethnic self-identification of young children under different community circumstances. Professor Jessica Pearson's research focuses on laws relating to children by exploring the consequences of different state statutes in custody disputes. These and related studies promise new understanding of how the development and welfare of children is affected by the settings in which they live and the societal institutions that affect them.

2. DIRECTORATE FOR APPLIED SCIENCE AND RESEARCH APPLICATIONS

Ten (10) studies funded during fiscal years 1977 and 1978 were identified as relevant to children and youth. These studies pertain to the effects of television on children, child nutrition, technology to aid physically handicapped children, and juvenile delinquency. Studies of the effects of television on children are illustrated by the following examples. Dr. Joel Cooper is conducting a series of studies to assess the effects of broadcast television in the development of attitudes and behaviors in the areas of sex-roles and aggression. Dr. Jerome Singer is examining the relationship between naturally occuring in-home television viewing of children aged three to four and the development of their spontaneous imaginative play. Professor Seymour Feshback's study is designed to enhance our understanding of children's responses to persuasive messages as presented in television commericals.

3. DIRECTORATE FOR SCIENCE EDUCATION

The Directorate supports efforts to advance the quality and availability of science education. These efforts are important in linking our understanding of the analytic skills and learning processes of children to the development of their intellectual and scientific understanding. During fiscal years 1977 and 1978, the Directorate for Science Education funded twelve (12) research studies pertaining to science education for children and, in addition, funded jointly with the National Institute on Education an additional twenty (20) projects. These projects

include work on strategies for learning, factors influencing the selection of mathematics courses, conceptual development, the development of computational skills, and the relation of spatial visualization to mathematics achievement.

SMITHONIAN INSTITUTION

AGENCY IYC REPRESENTATIVE, ADDRESS AND TELEPHONE:

Dr. Wilton S. Dillon, Director of Special Programs
1000 Jefferson Drive, S.W.,
Washington, D.C. 20560
(202) 381-5587

Children can watch weaving demonstrations, enjoy puppet shows, taste seeds, touch whale jawbones, watch unusual insects eating their lunch and even ride a carousel. At the Smithsonian's museums in Washington, children are encouraged to learn about the world through lively demonstrations, films, discovery rooms and exhibitions.

The following activities and exhibitions are designed to be of special interest to children:

A. ON THE MALL

1. THE CAROUSEL

During the summer, children may ride the 56-year-old merry-go-round on the National Mall near the Arts and Industries building. An original Wurlitzer bank organ, which can be heard across the Mall, plays popular turn-of-the-century tunes. Rides are 35 cents for adults and children. Open 10 a.m. to 4:30 p.m. weekdays and 10 a.m. to 5:30 p.m. weekends through Labor Day, weather permitting.

2. UNCLE BEAZLEY

A 22-foot fiberglass model of a triceratops (one of the last of the dinosaurs) sits on the Mall outside the Museum of Natural History. For the past 10 years, children have been taking a break from sightseeing to climb on Uncle Beazley's back, horn, tail and knees.

B. NATIONAL AIR AND SPACE MUSEUM

1. "TO FLY" AND "COSMIC AWAKENING"

"To Fly," shown on a five-story screen, carries the viewer on a breathtaking 30-minute trip through the history of flight from balloons to rockets. The film is shown continuously in the theater, 10:30 a.m. to 8:15 p.m. every day. Admission is 50 cents for adults, 25 cents for children.

In the planetarium, children learn about the stars and planets in "Cosmic Awakening," a 30-minute light and sound presentation. Shows begin at 12:45 weekdays and at 10:30 a.m. on weekends. The last performance is 8:15 p.m. daily. Admission is 50 cents for adults, 25 cents for children.

2. FLIGHT SIMULATORS IN GENERAL AVIATION GALLERY

Any child tall enough to reach the controls may practice learning to fly in these trainer cockpits, which are indentical to those used by student pilots. Just like a real plane, the cockpit units move up and down, left and right. Assisted by a simulator aid, the young pilot pushes in the throttle and takes off, keeping his eyes on the altimeter, artificial horizon and speedometer. Each flight lasts about two minutes. Open daily 10 a.m. to 9 p.m.

3. FLYING FOR FUN GALLERY

Many children have had experience with flying kites, balloons and Frisbees. In this gallery, which opens in early June, children will learn more about the fun of flying with hot air balloons, hang gliders, sailplanes, parachutes and model airplanes. The gallery is open daily 10 a.m. to 9 p.m.

4. FLIGHT TECHNOLOGY GALLERY

Follow the adventures of a child who learns the basics of jet propulsion while playing with a balloon in "The King and the Kid," an animated film. The gallery puppet show explains what things fly and how they fly. Showings continuously from 10 a.m. to 9 p.m.

C. MUSEUM OF NATURAL HISTORY

1. THE INSECTS ZOO

The sounds of North American insects fill the room where butterflies, cockroaches, praying mantids, crabs and termites live. Children interested in watching the tarantulas eat live crickets or the grasshoppers munch on romaine lettuce should check the daily feeding schedule posted in the Insect Zoo. Visitors can peer into a 60-foot terrarium to see how different insects live in a small area of ponds, grass and woodland. Open daily 10 a.m. to 9 p.m.

2. DISCOVERY ROOM

Children may identify and touch unusual natural history specimens such as cow skulls, fossilized tree stumps, elephant tusks, Indian arrowheads, sea urchins, animal

teeth, porpoise skulls and mineral crystal fragments. Open Mondays through Thursdays, noon to 2:30 p.m.; Fridays, Saturdays and Sundays, 10:30 a.m. to 3:30 p.m. Children should be accompanied by adults. Admission is free, but tickets for weekend sessions must be picked up in advance at the Museum's information desk in the Rotunda. For group reservations, call 381-6135.

3. DINOSAUR HALL

After visiting the Dinosaur Hall, children can tell their friends that they touched a real dinosaur bone; the brachiosaurus' arm bone or humerus is a touchable artifact. One of the bulkiest land animals that ever lived, this dinosaur weighed about 55 tons. The bone is about 135 million years old.

D. MUSEUM OF HISTORY AND TECHNOLOGY

1. DISCOVERY CORNERS--"SPIRIT OF 1776," "ELECTRICITY" AND "REHABILITATION"

Youngsters can relive American history while watching demonstrations about the everyday life of a citizen-soldier in 1776. A tri-corner hat, canteen, cartridge box and musket are shown and discussed. Continuous 20-minute demonstrations, Tuesdays through Saturdays, 11 a.m. to 2 p.m., in the Hall of Armed Forces History.

Specialists explain the basics of electricity, including positive and negative charges, static electricity and the experiments of Ben Franklin, Alexander Graham Bell and Joseph Henry. Continuous 20-minute demonstrations in the Electricity Hall, Tuesdays through Fridays, 11 a.m. to 2 p.m.

The Rehabilitation Discovery Corner helps children understand handicapped persons through demonstrations and discussions of artificial limbs and other devices for the handicapped. Wizard of Oz characters are used throughout the exhibit and a yellow brick ramp accommodates wheelchairs. Specially trained guides present 20-minute demonstrations Tuesdays through Saturdays from 11 a.m. to 2 p.m.

2. BEE EXHIBITION

Looking into the glass hive, children can see the daily activities of the queen bee (marked in red) and her 13,000 workers and drones. A special glass tunnel connects the hive with the outdoors where the bees go to search for pollen and nectar on the Mall. The bees live in the Museum during the warm-weather months. Hall of Agriculture, 10 a.m. to 9 p.m. daily.

3. DAILY DEMONSTRATIONS

Throughout the week, children can watch demonstrations of spinning and weaving, musical instruments, machine tools, and 18th- and 19th-century printing presses. For locations and hours, inquire at the Museum's information desks.

4. CHILDREN'S TOY EXHIBITS

The dolls, games and toys that amused children during the 19th century are displayed in the Museum's Hall of Everyday Life in the American Past. A variety of wax, porcelain and wooden dolls are shown along with doll furniture and board games as well as mechanical banks, hobby horses and children's mugs. The Bradford Doll House on the second floor is a 21-room mansion complete with miniature Victorian furnishings.

Another dollhouse, in the shape of a miniature White House, is displayed at the entrance to the First Ladies' Hall. It was made by a gardener for the children of President and Mrs. Grover Cleveland. Open daily 10 a.m. to 9 p.m.

E. NATIONAL COLLECTION OF FINE ARTS

1. EXPLORE GALLERY

The Explore Gallery welcomes children into a total environment. Here they can feel rugs and fabrics to compare textures; use red, blue and yellow lights to achieve different color effects; and stand on pedestals pretending to be sculptures themselves. The gallery is open daily, 10 a.m. to 5:30 p.m. Children should be accompanied by adults. Self guided tours and treasure hunts are offered for children age 3 and older in the Explore Gallery and exhibition areas of the Museum. For more information or group reservations, call 381-6541.

F. ANACOSTIA NEIGHBORHOOD MUSEUM

1. WORKSHOPS FOR CHILDREN

Summer art workshops for children ages 8-12 will be held Mondays through Thursdays, 9 a.m. to 1 p.m., from July 3 to July 27. Workshops will include sessions in making cloth and collage wall hangings, constructing animal masks from boxes and shaping plaster of Paris sculptures.

The Museum is also sponsoring trips to the Zoo, the Museum of African Art, the Hirshhorn and the Museum of Natural History. For individual or group registration, call 381-6371 before June 30.

G. NATIONAL ZOOLOGICAL PARK

The Zoo has more than 2,000 animals. Its most famous residents are the giant pandas, Ling-Ling and Hsing-Hsing; Smokey Bear; white Bengal tigers; and Atlas lions. Children can find their way around the Zoo easily by following the trails marked with animal symbols and footprints. From July through mid-August, animal theme puppet shows, performed by 13 to 16 year olds, will be presented daily. There will be five or six shows a day and admission is free. The Zoo is open daily 9 a.m. to 6:30 p.m.

H. SPECIAL PROGRAMS

The Smithsonian also sponsors a number of special programs which relate to children. These include:

1. INEXPENSIVE BOOK PROGRAM, which provides federal matching funds to local non-profit groups or public agencies to buy books for children, ages three though high school. Technical assistance in the development of reading motivation programs also is offered. Reading Is Fundamental, Inc.

   Statute: PL 94-194

2. NATIONAL ASSOCIATE REGIONAL PROGRAM, which, in seven cities each year, cosponsors programs with local museums (and, if special funding is available, with schools) that are tailored for the younger museum-goer. Examples: Young People's Chamber Concert, Folklore for Young People, Geology for Young People.

3. DISCOVERY THEATER, formerly known as the Puppet Theater, provides a setting for exploration of the nature of different performing arts forms. The 1978-79 season will focus on the elements of puppetry in a series, "Discover Puppets!" Division of Performing Arts.

4. ART TO ZOO, a quarterly newsletter distributed nationally to elementary and junior high schools. Office of Elementary and Secondary Education.

5. RESIDENT ASSOCIATES events for young people and families, such as field trips, films, workshops and demonstrations.

6. CHILDREN'S DAY, the first Saturday in December, featuring special programs related to the collections. Hirshhorn Museum and Sculpture Garden.

7. KALEIDOSCOPE DAY, the first Saturday in June, offering demonstrations and participatory activities for children and families on selected themes. National Collection of Fine Arts.

8. FESTIVAL OF AMERICAN FOLKLIFE, which sponsors research on children's folklore and presents a children's area at the festival. Office of Folklife Programs.

9. CHILDREN AND MUSEUMS, a fall, 1979 seminar with international participation, at which the impact of museum exhibitions and educational programs on children will be discussed. Office of Museum Programs.

10. CHILDREN'S ART, an exhibition at the Renwick Gallery.

11. TRAVELING EXHIBITIONS:

    Children's Programs for Traveling Exhibitions--to give special attention to children's projects and concentrate on sensory and participatory activities.

    Learning By Doing, A Children's Exhibition: Tried, Tested, and Traveled--to work cooperatively with the Capital Children's Museum to develop a "Hands-on" children's exhibition for circulation nationally.

    Exhibits Traveled, Exhibits Shared--to encourage sharing of exhibitions developed for IYC by other agencies of government and private organizations. Smithsonian Institution Traveling Exhibition Service.

12. KIN AND COMMUNITIES, the spring, 1979 publication of a volume based on a two-year education program, "Your Own American Experience," and international symposium in June 1977. Office of Smithsonian Symposia and Seminars.

13. PLAY AND INVENTIVENESS, May 24-26, 1979, a symposium on the relationship between play, art, and science, and what educational systems, including museums, have to do with keeping alive a sense of wonder and curiosity. Mammalian play will be explored by scientists at the National Zoological Park. In additional to scholarly sessions, there will be

opportunities for active play outdoors. Many branches of the Smithsonian will participate in this program.
Office of Smithsonian Symposia and Seminars.

14. VOLUNTARISM AND THE PUBLIC INTEREST IN AMERICAN SOCIETY, an informal seminar series to serve as a forum for non-government organizations, especially foundation and corporation officials, to meet with government officials responsible for programs related to the health, education, and welfare of children. Because of the timeliness of a focus on child-related programs during the Year of the Child, the series will be planned in cooperation with the Carnegie Corporation's Council on Children, the Council on Foundations, the Interagency Committee on the IYC and the staff of the US Commission. A proposed first speaker is Kenneth Keniston, who could review recommendations from All Our Children to explore what the private and public sectors are doing toward their implementation. Tentative plans are to concentrate in the first several sessions on parent education and children and the media. The series would start in October 1978 and continue on a monthly basis during 1979. Financial support is being sought.
Office of Smithsonian Symposia and Seminars.

STATE
Department of State

AGENCY IYC REPRESENTATIVE, ADDRESS AND TELEPHONE:

Chester E. Norris, Jr., Director
Office of Development and Humanitarian Programs
Room 5327, Department of State,
Washington, D.C. 20520
(202) 632-1544

The Department of State does not have a specific legislative mandate for dealing with children. It does, however, play a major role in dealing with the international aspects of child welfare through its responsibility for policy toward the United Nations Children's Fund and other organizations dealing with children on an international scale. Furthermore, much of the Department's work in development directly or indirectly affects the well-being of children elsewhere.

In addition, the Department of State, with its large population of American Foreign Service personnel serving abroad, deals with their dependent children in terms both of mental and physical health and of overseas schooling. In individual activities overseas many foreign service people engage in various programs to help foreign and American children.

TRANSPORTATION
Department Transportation

AGENCY IYC REPRESENTATIVE, ADDRESS AND TELEPHONE

Carol Harbaugh, Program Coordinator
Department of Transportation, Room 9422, 400 - 7th Street, S.W.,
Washington, D.C. 20590
(202) 426-4388

The Department of Transportation does not have a specific legislative mandate authorizing programs for the benefit of children. However, many elements of the Department's overall mission include actions specifically oriented toward children.

Many child-related programs are concerned with safety and are carried out through research, demonstrations, education and the development of standards. Some areas of concentration are pedestrian, bicycle, school bus, and boating safety. Programs also address driver education, alcohol, and motor vehicle child seating restraint systems.

Other programs seek to educate children and young people concerning the various modes of transportation and about careers relating to these. Still others address the transportation needs of children as they are a part of a larger population. In this context, children are addressed in studies of access to recreational areas and various urban transit studies such as "bike 'n ride" and those addressing transit dependent populations.

TREASURY
Department of Treasury

AGENCY IYC REPRESENTATIVE, ADDRESS AND TELEPHONE:

Gloria Hughes, Special Assistant
Department of Treasury, Room 3442, Main Treasury Building,
Washington, D.C. 20220
(202) 566-2035

1. CAREER EXPLORATION ON-THE-JOB

An arrangement between the schools in Wood County, West Virginia, whereby responsible senior students are given an opportunity to observe and get real hands-on job experience prior to investing time and money in specific career preparation.

Appropriation: Participating students do not receive pay for useful labor performed. Instruction and other assistance provided to the student tends to offset whatever labor the student provides.

2. MINT YOUTH PROGRAM (an informal project)

Presidential Medal Series reduced to miniature size for sale at a price affordable by young people. Literature explaining the coining process and the six coin denominations using simplified text. Exhibits at Mint outlets design ed to interest young visitors.

3. TITLE I - STATE AND LOCAL FISCAL ASSISTANTCE

Administers the general revenue sharing programs. As required by law, the Office is returning specified amounts of federally collected funds to all eligible units of general-purpose governments in the United States. Treasury does not define specific programs, but projects such as construction or funding of local community activities impact on children.

Statute: State and Local Fiscal Assistance Act of 1972 (86 Stat. 919; 31 U.S.C. 1221).

4. TITLE II - ANTI-RECESSION FISCAL ASSISTANCE

Administers Title II of the Public Works Employment Act of 1976 (90 Stat. 999; 42 U.S.C. 6721), known as Anti-Recession Fiscal Assistance. The Office is returning specified amounts of federally collected funds to all eligible units of general-purpose government in the United States.

Statue: Public Works Employment Act of 1976 (90 Stat. 999; 42 U.S.C. 6721).

Appropriation: $38 billion since 1972

5. TAX PROGRAM

The tax system of the U.S. reaches every aspect of a child's life, from the medical deductions taken before its birth, through tax exemptions granted to its parents, tax credits for day-care while it is growing up, a "double-exemption" allowed if it earns income while still a dependent, exclusion of scholarship payments from income, and, if recent proposals are enacted, an education tax credit when it goes to college. In addition, there are special business tax provisions for the construction (and amortization) of child care facilities; the presence of a child may qualify a parent for "head of household" status or to take an "earned income credit" for which the parent would otherwise be ineligible, or a Work Incentive Program (WIN) credit if the parent receives aid to dependent children (AFDC). These are all ways in which the tax system impacts--either positively or negatively--on children. /Or perhaps, they are all ways in which the presence of children impacts upon taxes paid.1/

On balance, it appears that the present U.S. tax system favors children, in the sense that an adult in the same economic circumstances as a child will always give rise to the same or higher tax liability. Whether the amount of favoritism is too great, too small, or just right is a judgment which must be made for each provision separately. The President's 1978 Tax Program implicitly states that the current $750 per person exemption is not generous enough for low income families, but overly generous for high income families, thus the proposed substitution of a $240 per person tax credit for the present $750 per person exemption. Further, the tax-exempt level of income, i.e., the maximum income a family can receive and still pay no income tax, is higher for all family sizes under the proposed 1978 program than under present law.

Examining any particular provision of current tax law means, at least implicitly, comparing it with some standard tax system, and this requires going back to fundamentals. For example, one school of thought argues that there is no reason to have any per capital exemption or credit at all. Having children is optional, it's something parents have made a decision to do, and there is no compelling logic which says that the tax system should reward them for this behavior. Adults who devote their time and energies to activities other than child-rearing do not, in general, enjoy comparable tax benefits. Opposed to this line of argument is the proposition that taxes should be levied on the basis of "ability to pay," and for any given income, a larger

family has less ability to pay taxes, because it must spend more on food, housing, clothing, and other "necessities." Under this line of reasoning, exemptions or credits are seen not as subsidies for children, but rather as a means of achieving greater equity or fairness in the income tax system.

To consider another issue in tax policy, note that the substitution of a tax credit for a tax exemption means that an additional child (or other dependent) will result in the same tax savings regardless of the family's income level. Some would view this as an increase in tax equity--tax savings should not be a function of income. Others would argue that greater equity would be achieved by an exemption--the cost of a child for a high income family is greater than for a low income family, therefore the tax savings should be greater. This is the sort of equity issue one encounters in tax policy.

VETERANS ADMINISTRATION (VA)

AGENCY IYC REPRESENTATIVE, ADDRESS AND TELEPHONE:

N.C. Chybinski,
Assistant to the General Counsel
810 Vermont Avenue, N.W., Room 1032
Washington, D.C. 20420
(202) 389-2479

Veterans Administration programs are intended to provide the assistance needed by veterans and their families following military service. Many of these programs have an indirect effect on children, by contributing to the research and development in medical care and technology or providing benefits or services enhancing the well-being of the entire family. It is estimated, for instance, that the 380,469 home loans guaranteed by VA in fiscal year 1978 benefited approximately 680,000 children as household members.

VA programs which affect children more directly are as follows:

A. VETERANS BENEFITS, EDUCATION AND REHABILITATION

1. SURVIVORS' AND DEPENDENTS' EDUCATIONAL ASSISTANCE

This program provides educational assistance to the children of veterans who died from service-connected disabilities or who have permanent and total service-connected disabilities and to children of military personnel who have been listed for more than 90 days as missing in action or as prisoners of war. Assistance is in the form of monthly payments for a period of up to 45 months. In addition, interest bearing loans are available up to $2,500 per academic year. Eligibility generally exists between age 18 and 26. In some instances, handicapped children may begin a special vocational or restorative course as early as age 14.

Statute: 38 U.S.C. 1710

Appropriations: FY 1978 Estimate - $185 million

B. VETERANS BENEFITS COMPENSATION AND PENSION SERVICES

1. COMPENSATION FOR SERVICE-CONNECTED DISABILITY

Additional Compensation for Dependents

Veterans who receive compensation for 30% or more service-connected disability, also receive additional monthly payments for their children, adopted children or stepchildren under age 18, or age 18 to 23 while attending a VA approved school, or of any age while helpless due to a physical or mental disability incurred before age 18. The payments vary, depending on veteran's disability, with a higher rate payable when a child qualifies under the school attendance criterion.

Statute: Sections 315, 335, Title 38, United States Code

Appropriations: FY 1978 Estimate - $72.6 million

Recent Legislative Changes: Public Law 95-479 reduced from 50% to 30% the disability required for additional compensation payments for dependents, effective October 1, 1978.

2. COMPENSATION FOR SERVICE-CONNECTED DEATH

Dependency and Indemnity Compensation (DIC)

Under this program children of veterans who died due to service-related causes are entitled to monthly payments until age 18. The payments may be continued till age 23 for children attending school or for life for children who became disabled before age 18.

Statute: Sections 411, 413, and 414, Title 38, United States Code

Appropriations: FY 1978 Estimate - $83.7 million

Recent Legislative Changes: Entitlement criteria were liberalized by Public Law 95-479, effective October 1, 1978.

3. DISABILITY PENSION

Additional Pension for Dependents

Veterans receiving disability pension are entitled to increased payments for qualified children.

Statute: Section 521, Title 38, United States Code

Appropriations: FY 1978 Estimate - $11.4 million

Recent Legislative Changes: A reform of the pension program has been enacted as Public Law 95-588, effective January 1, 1979.

4. BENEFITS FOR NONSERVICE-CONNECTED DEATH

Death Pension

Children of deceased wartime veterans may be eligible for pension benefits until age 18, or till 23 if attending school, or for life if disabled.

Statute: Sections 541, 542, Title 38, United States Code

Appropriations: FY 1978 Estimate - $364.6 million

Recent Legislative Changes: The pension program has been revised under Public Law 95-588, effective January 1, 1979.

5. FIDUCIARY AND FIELD EXAMINATION PROGRAM

Selects the best suited person to receive and manage the funds of those VA beneficiaries who are minors or incompetent, and protects the assets of those beneficiaries through case supervision.

Statute: 38 U.S.C. Ch. 55

Appropriations: Compensation and Pension Funds

C. DEPARTMENT OF MEDICINE AND SURGERY

1. MEDICAL CARE

Civilian Health and Medical Program of the Veterans Administration (CHAMPVA)

Children, adopted children and stepchildren of veterans who died or are disabled due to service-related causes, may be eligible for health care at VA expense, if under age 18 or disabled, or under age 23 and attending school. We estimate that 90,100 children will be on CHAMPVA rolls in FY 1979.

Statute: Section 613, Title 38, United States Code

Appropriation: FY 1979 CHAMPVA Estimate - $4 million

o U. S. GOVERNMENT PRINTING OFFICE : 1979 620-546/2107